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ABSTRACT

This document provides abstracts of projects participating in the Educational Partnerships Program, which is authorized by the Educational Partnerships Act of 1988. The purpose of the legislation is to encourage the creation of alliances between public schools or institutions of higher education and the private sector. The legislation also requires partnerships to provide an increasing share of project costs from nonfederal funds. The projects, each of which works with a variety of partners, include school districts, universities, museums, nonprofit organizations, community and social-service agencies, parents' organizations, and state education agencies. The abstracts of 29 projects contain information on the following: funding sources; participants; the target student population and project focus; project objectives; project description and activities; products/materials developed; project evaluation plan; a contact person; and the U.S. Department of Education/Office of Educational Research and Improvement (ED/OERI) project officer. Information is also provided on the Educational Partnerships Program Evaluation and Documentation Project, a 5-year study that began on October 1, 1991, to document and evaluate the Educational Partnerships Program. A directory of contact persons is included. (LMI)

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ED 362 993

Project Abstracts

Educational Partnerships Program

U.S. Department of Education
Office of Educational Research
and Improvement (OERI)

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Project Abstracts
Educational Partnerships Program

Programs for the Improvement of Practice
Office of Educational Research and Improvement (OERI)

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EDUCATIONAL PARTNERSHIPS PROGRAM

LEGISLATION

The Educational Partnerships Program is authorized by the Educational Partnerships Act of 1988, title VI, subtitle A, Chapter 5 of the Omnibus Trade and Competitiveness Act of 1988 (Pub. Law 100-418; 20 USC 5031-5039). The purpose of this legislation is to encourage the creation of alliances between public schools or institutions of higher education and the private sector in order to

- Apply the resources of the private and nonprofit sectors of the community to the needs of the schools or institutions of higher education in that community to encourage excellence in education;
- Encourage business to work with educationally disadvantaged students and with gifted students;
- Apply the resources of communities for the improvement of education; and
- Enrich career awareness of secondary or postsecondary school students through exposures to the work of the private sector.

In addition, the legislation requires partnerships to provide an increasing share of project costs from nonfederal funds. Thus, the federal share of an assisted project may not exceed 90 percent of the costs for the first year, 75 percent for the second year, 50 percent for the third year, and 33 1/3 percent for the fourth year.

The Educational Partnerships Act requires the Secretary of Education to conduct an annual evaluation of the projects supported under the program to determine

- The type of activities assisted under this program,
- The impact upon the educational characteristics of the elementary and secondary schools and institutions of higher education from activities assisted under this program,
- The extent to which activities assisted under this program have improved or expanded the nature of support for elementary and secondary education in the community or in the state, and
- A list of specific activities assisted under this program which show promise as model programs to carry out the purpose of this program.

The legislation also stipulates that the Secretary shall disseminate information relating to the activities assisted.

PROGRAM HISTORY

Fiscal year 1990 was the first year funds were appropriated for the Educational Partnerships Program. In September 1990, 18 projects in 14 states were awarded grants ranging from $62,407 to $325,000; a total of $3,6212,675 was awarded for these first year activities. The average size of awards for the first year of the 4-year grant period was $201,000.

In fiscal year 1991, a total of $3,921,034 was awarded for second year project activities and four new 4-year projects. These four new grants ranged from $134,440 to $300,000 for the first year of the 4-year grant period. At that time, Southwest Regional Laboratory (SWRL) in Los Alamitos, California, was awarded a contract for a 5-year evaluation and documentation of the partnership projects.

In fiscal years 1992 and 1993, eight new 4-year projects focusing on fundamental educational improvement through systemic change were awarded $2,388 million. The first year of federal funding for these new projects ranged from $220,588 to $400,000. These projects also addressed the following elements of the National Education Goals: improved achievement in specific subject areas such as English, mathematics, science, history, and geography; and preparation for responsible citizenship. Therefore, the Educational Partnerships Program has funded 30 projects in 20 states. These projects represent a broad range of authorized activities and are distributed among large and small organizations and communities. These projects include school districts, universities, museums, nonprofit organizations, community and social service agencies, parents' organizations, and state education agencies—each project working with a variety of partners. Many of the projects will establish new alliances; some are setting up an "umbrella structure" to coordinate existing alliances; and a few are focusing on new or existing regional and statewide alliances. Most of the funded projects exceed the required matching support. Descriptions of the funded projects follow.

PROJECT DESCRIPTIONS

ANCHORAGE VOCATIONAL ACADEMIC INSTITUTE OF LEARNING

ANCHORAGE, ALASKA

DESCRIPTIVE TITLE

A project to develop a program targeted to the growing population of dropout teenagers who are ill-prepared for work or life.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$260,980	$217,483	$145,032	$ 96,612
Non-Federal:	$308,928	$163,028	$243,525	$282,000
Total:	$569,908	$380,511	$388,557	$378,612

PROJECT PARTNERSHIP

Anchorage School District*
Municipality of Anchorage, Department of Health and Human Services (Public Health Division)
Covenant House
Key executives from private industry, including Burger King Restaurants, Carr-Gottstein Properties, 5th Avenue Mall Stores, and the First National Bank of Anchorage

The project will be administered by the Anchorage School District.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This project is targeted to long-term high school dropouts between the ages of 15 1/2 and 20, and to an extended day program for participants between the ages of 16 and 22 whose socioeconomic status, academic underachievement, and other characteristics have made them at risk for either dropping out of high school or having barriers for long-term success. This project anticipates a 25 percent enrollment of Alaskan Indian/Alaskan Native youth.

PROJECT OBJECTIVES

Objectives of the project are to

(1) Open and operate a store-front alternative school for at-risk students and youth who have dropped out of school, which will serve 60-100 students on a yearly basis;

(2) Return students who choose back to the regular high school each semester;

(3) Raise the self-esteem of participating students;

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*Fiscal agent for the project.

(4) Introduce 30 potential community and business mentors and role models to the alternative schools each semester; and

(5) Conduct job explorations of local businesses each semester.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Anchorage Vocational Academic Institute of Learning (AVAIL) is intended to be a model project combining the resources of the Anchorage Public Schools, the private business community, and local nonprofit organizations in a joint effort to provide employment and academic and life skills to at-risk adolescents. Technical assistance from the partnership will help to establish the alternative school where students will receive computer training and instruction to increase basic skills in reading, mathematics, language, and life skills to the level necessary for entry-level employment. Students will have opportunities for indepth vocational exploration. Parents of students in the program will be invited to attend a course entitled "Affective Skills Training for Parents."

The University of Alaska at Anchorage will use AVAIL to train preservice secondary teachers. Student teachers will be placed with the program for 3 months.

PRODUCTS/MATERIALS DEVELOPED

A monthly newsletter has been developed.

PROJECT EVALUATION PLAN

Two forms of evaluation will be used for this project:

- An evaluation of student progress—this will include evaluation in mathematics, reading, life skills, and self-esteem. Records on health and vocational interests or goals will also be kept to monitor student progress.
- An outcome evaluation—students will be judged to have successfully completed this program if they either return to school full-time or become gainfully employed.

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BUSINESS/EDUCATION PARTNERSHIP COOPERATIVE

LOS ANGELES CITY AND COUNTY, CALIFORNIA

DESCRIPTIVE TITLE

A project providing vocational, academic, and support services to prepare targeted students for postsecondary employment and/or continuation of their education.

FUNDING	FY 1991	FY 1992	FY 1993
Federal:	$300,000	$250,000	$166,000
Non-Federal:	$256,891	$ 94,000	$178,000
Total:	$556,891	$344,000	$344,000

PROJECT PARTNERSHIP

California State University, Los Angeles
California State University, Long Beach
California Rehabilitation Training Center
Pic N Save
East San Gabriel Valley
 Regional Occupational Program*
Digital Equipment Corporation
Los Angeles Trade Technical College
University of California, Riverside
National Council on Aging
EG and G Power System, Inc.
California Education Research Cooperative

Project administration and coordination is lodged with the East San Gabriel Valley Regional Occupational Program. All named members of the partnership have representatives on the project steering committee.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This program targets educationally and economically disadvantaged high school students. The intent is to enroll at least 500 students, including gifted and talented, potential dropouts, pregnant and parenting teens, and special education students, by the conclusion of the 1991-92 school year. The program also targets recent dropouts.

The project focuses on central and eastern sections of Los Angeles city and county.

PROJECT OBJECTIVES

Major goals of the project are to

- Create an interest and desire on the part of students to remain in school through high school graduation;
- Provide incentives to improve school grades;

---

*Fiscal agent for the project.

- Assure successful transition into employment; and
- Increase motivation and opportunities for entry into postsecondary education.

There are 16 specific objectives that address the following: operational components (student enrollment, assessment, development of individual student career and education plans); provision of program elements (appropriate and desired academic and vocational program, organization and delivery of support services, development of links with community organizations and nonpartner employers, post-program supportive services and transition assistance into work); student outcomes (retention in school, academic and vocational progress, transition into work and/or postsecondary education); implementation of business and higher education partners' roles and responsibilities; course offerings and articulation agreements between the secondary program and the higher education institutions; identification and training of volunteers; evaluation of the overall program; appropriate staff development for staff of the partners; and dissemination.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Business/Education Partnership Cooperative builds from a successful demonstration pilot project with 150 students. The project combines diverse program elements and partners into an organized delivery system. This is an open-entry, open-exit program that students can enter as they are identified; students' needs are individually analyzed and their program and supportive services are determined following a comprehensive assessment. A key aspect of the program is the opportunity afforded students to take courses in the partner higher education institutions, to have secondary vocational courses count toward college credit in local colleges and universities and/or have vocational courses in 2-year postsecondary institutions accepted toward graduation from 4-year institutions. The program involves students in the partner postsecondary institutions as mentors, tutors, and job coaches.

Major program activities include: individual student assessment; vocational courses; appropriate academic and remedial coursework and support; career and job exploration; supportive services including transportation, counseling, and transition assistance; volunteer mentoring and tutoring; on-the-job training; counseling in higher education opportunities and financial assistance; appropriate programs for special education students combining the comprehensive elements of the overall program; employability skills training; and staff development and workshops for area businesses.

PRODUCTS/MATERIALS TO BE DEVELOPED

The Partnership Cooperative plans to formalize the program model for dissemination.

PROJECT EVALUATION PLAN

Evaluation of the project will be provided by the University of California, Riverside, California Education Research Cooperative. The evaluation plan includes measuring the effectiveness of the program in terms of retention of students in school to graduation and success of students' transition into employment and/or college. Program components will also be evaluated with input from partners and students. These components include the student assessment process; instructional methodologies, support services, monitoring processes; effectiveness of the articulations with institutions of higher education; employer and student satisfaction; and follow-up procedures. The evaluation plan includes using a control group of students for a comparison of achievement of student outcome objectives.

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PROJECT C.H.A.M.P.S.
(COMMUNITY HELP FOR ACADEMIC MASTERY IN PARTNERSHIP SCHOOLS)

NAPA VALLEY, CALIFORNIA

DESCRIPTIVE TITLE

A project to bring the resources of the community to bear on the needs of schools, particularly the needs of educationally and economically disadvantaged and gifted students.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$260,000	$216,666	$150,000	$100,000
Non-Federal:	$ 40,035	$ 73,370	$150,000	$200,000
Total:	$300,035	$290,036	$300,000	$300,000

PROJECT PARTNERSHIP

Napa Valley Unified School District*
Napa Valley College
International Business Machines
Pacific Bell
Napa Valley Private Industry Council
Napa Rotary Club
Parents' organizations from the Chapter 1 schools

Napa Valley Unified Educational Foundation
Queen of the Valley Hospital
Solano-Napa Agency on Aging
Napa City-County Library
KQED, San Francisco
California State Department of Education
Napa County Human Services Delivery System
National Alliance of Business

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a districtwide program for educationally disadvantaged and gifted students in elementary and middle schools in the primarily suburban and rural Napa Valley Unified School District.

PROJECT OBJECTIVES

The project partners have identified the following objectives for students, schools, the school district, and the business/community partners:

Student Objectives

(1) Each student testing under the 30th percentile (Normal Curve Equivalent [NCE] score of 39) in mathematics and reading as measured by the CTBS (Comprehensive Test of Basic Skils) the previous spring will gain a minimum of 9 NCE points or score at the 50th percentile or above as reflected in the CTBS scores for the current year.

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*Fiscal agent for the project.

(2) Each gifted student will demonstrate above grade level achievement in mathematics and reading (as measured by the CTBS).

(3) All sixth- and eighth-grade students will score either "proficient" or "exemplary" in authentic assessments of history/social science/geography projects.

School Objective

By the end of the third year in the project, each school will demonstrate a minimum 20 percent gain in the total CTBS score (or scores at the 90th percentile or above) in mathematics and/or reading compared to the base year, 1990.

District Objectives

(1) The district will provide the coordination and training to ensure partnerships success.

(2) The district will provide each school in the project site-based autonomy in the methods chosen to achieve the objectives, including autonomy in expending funds to achieve the objectives (subject to grant guidelines).

Partner Objectives

(1) Partners will provide 100 percent of the matching funds for project C.H.A.M.P.S. and monies or in-kind donations for the student incentive program.

(2) Partners will operate the volunteer and tutorial program for gifted and disadvantaged students.

(3) Partners will coordinate and participate in parent and student workshops to raise educational expectations.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project is presented as a major shift in policy for the school district and as a key district move toward restructuring the schools. The school district, through the broad-based business and community partnerships, intends to involve the community substantially in the mission of the schools in ways that will continue involvement and support over time.

This program has nine basic components:

- A volunteer and tutorial program to improve elementary reading skills;
- A revision of the elementary mathematics curriculum to guarantee that all students master the grade level outcome;
- A multimedia, project-oriented approach to social science/geography in the fifth and sixth grades;
- The implementation of interdisciplinary, thematic curriculum units at the middle schools;

- The addition of science and technology laboratory courses and resource rooms at the middle schools;
- A cross-age tutoring program between middle and elementary schools;
- A student "safety net" program;
- Parent and student "raising expectations" workshops; and
- A training and evaluation program for partnership members to enhance the viability of the alliance.

PRODUCTS/MATERIALS TO BE DEVELOPED

"How to" information packets (and/or computer discs) covering the change process and new material for each project component are among the products and materials to be developed.

PROJECT EVALUATION PLAN

Project objectives for students, schools, and partners are framed to include evaluation factors. Data will be collected and analyzed in terms of these factors. To evaluate the district's objectives, an external evaluator will be retained. This evaluation will focus on analysis of the district's leadership, management, and coordination of the educational partnership.

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PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE IN THE OAKLAND PUBLIC SCHOOLS

OAKLAND, CALIFORNIA

DESCRIPTIVE TITLE

A project to support the development and coordination of an educational partnership in support of the Oakland Public Schools.

FUNDING	FY 1990	FY 1991	FY 1992
Federal:	$224,107	$119,017	$ 55,806
Non-Federal:	$151,068	$281,765	$213,331
Total:	$375,175	$400,782	$269,137

PROJECT PARTNERSHIP

University of California at Berkeley*
University-Oakland Metropolitan Forum
Commission for Positive Change
  in the Oakland Public Schools ("Commission")
Oakland Unified School District
Urban Strategies Council

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project to improve education in all public elementary and secondary schools in the city of Oakland. The school district enrollment is 53,800 students. Ninety percent of students are from minority population groups and 45.7 percent receive Aid to Families with Dependent Children (AFDC).

PROJECT OBJECTIVES

The project has three broad objectives:

(1) To continue the work of the Commission for Positive Change through its implementation and monitoring stages to ensure that the community plan is put into practice and that the resources are in place to bring about the needed changes in the schools.

(2) To establish the Oakland Mentoring Center, offering sufficient assistance to new and existing mentoring programs so that the community's potential for providing mentorship to disadvantaged youth is fully realized.

(3) To provide support to the career academies in four Oakland high schools so that all students at all sites can experience a fully developed, well-run program; that the academies are well-linked to local employers; and that the school district and the city have established an effective and mutually beneficial partnership for continued support of the academies.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project, through partnership alliances, will apply the resources of local institutions to improve the management and delivery of educational services in the Oakland Public Schools. The project is predicated on the belief that the schools are the responsibility of the entire community. The objectives of this project will be achieved by three distinct, interconnected components designed to further the development of the alliance between the Oakland Public Schools and the forum's participating institutions. These components are the Commission, a community planning process designed to create an educational and fiscal plan for the district; the Oakland Mentoring Center, which will provide information and technical assistance to groups starting or operating mentoring programs; and Oakland's Career Academies, which provide exposure for students to major sectors of the economy through curriculum, work experience, laboratories, and relationships with employees.

The work of the Commission during the project will include the following major activities:

- Creating a broad-based monitoring effort to ensure that the recommendations of the Commission are implemented in a timely and effective manner;
- Developing a comprehensive, capacity-building and training program for all school site personnel; and
- Creating a clearinghouse for community resources where mentor programs, tutors, foundations, contributors of funds and equipment, and representatives from various social services can be effectively managed and coordinated to the benefit of all students.

As these efforts are being developed, more focused projects will be designed to enrich career awareness for students and to provide specialized training for staff.

PRODUCTS/MATERIALS DEVELOPED

A clearinghouse for community resources, a Mentoring Center (see above), has been developed.

PROJECT EVALUATION PLAN

There will be an evaluation component for each of the three major activities to be supported by the grant:

(1) The work of the Commission will be evaluated on the basis of detailed process records maintained throughout the duration of the project; an external evaluator will be brought in to examine certain specific components of the project.

(2) Both inputs and outcomes for work in support of the Career Academies will be evaluated. Outcomes to be measured will include student graduation rates, job placement, further training or higher education, and academic achievement.

(3) The Mentoring Center will be evaluated through an ongoing, formative evaluation conducted by an outside consultant. The goal of this evaluation will be to improve the center's practices.

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PASADENA GRAPHIC ARTS ACADEMY EXPANSION AND DEMONSTRATION PROJECT

PASADENA, CALIFORNIA

DESCRIPTIVE TITLE

A project to expand the Pasadena Graphic Arts Academy and to replicate the model in six high schools throughout California.

FUNDING	FY 1993
Federal:	$220,588
Non-Federal:	$258,750
Total:	$479,338

PROJECT PARTNERSHIP

Pasadena Unified School District*
Printing Industry Association of Southern California
Pasadena City College
California Department of Education
San Juan Unified School District
Graphic Arts Institute
California State University/Los Angeles
San Francisco Unified School District

The Printing Industry Association of Southern California will form a board of directors for the partnership project composed of members from each of the partners. Additional partners will be added in new program sites.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program for high school students in grades 10-12, especially those not intending to pursue a 4-year college degree. The program's full sequence incorporates 2 additional years leading to the AA Degree for interested students. The focus during the period of federal funding is on expanding the program in Pasadena and on establishing the program in Los Angeles, San Francisco, and Sacramento.

PROJECT OBJECTIVES

The major project objectives are to

- Develop fully the Graphic Arts Academy model at Pasadena High School and Pasadena City College.

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*Fiscal agent for the project.

- Replicate the model in three additional high schools/community colleges to serve approximately 600 students.

- Provide each student in an academy with improved high school preparation, workplace training, and entry into jobs at either: completion of high school, completion of the AA Degree, or completion of the BA Degree.

- Assure that the model program addresses the central goals contained in California's high school reform report, *Second to None: A Vision of the New California High School,* and that the academy program is a demonstration model for implementing the report.

- Meet the printing industry's need for better trained workers and to develop a youth apprenticeship model applicable across the printing industry and other industries.

- Disseminate information on the project throughout California and the nation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This is a project to develop fully the existing Pasadena Graphic Arts Academy and to establish academies in six additional high schools in California. The Graphic Arts Academy integrates vocational/technical and academic studies in a graduated set of experiences, including unpaid internships and part-time paid employment. The curriculum is printing industry driven. The project intends to develop an industry-based model of youth apprenticeship appropriate for national replication. The high school program will connect to next level programs in community colleges leading to the AA Degree and will encourage students to continue into a 4-year degree program. This is a 5-year sequential program that culminates in the AA Degree, however, students will be prepared to go into certain jobs in the printing industry at the conclusion of high school.

Project activities to meet objectives include:

- Sequential vocational/technical training beginning in 10th grade and connecting with community colleges beginning in 11th grade, and awarding both high school and community college credit.

- Adult mentors from employers in the printing industry.

- Staff development for personnel from participating business and for teachers and other school personnel in the high schools and community colleges.

- Modification of current community and 4-year college programs to mesh with the academy program.

- Establishment of an ongoing board of directors led by the printing industry and steering committees at each program site.

- Full development of technical curricula that responds to the needs of the printing industry.

PRODUCTS/MATERIALS TO BE DEVELOPED

The training materials for mentors, work internship supervisors, curriculum developers, and teachers will be made available. In addition, a guide will be developed in the fourth year of the project to assist in replicating the programs within the model.

PROJECT EVALUATION

The evaluation will include both process and outcome components. Participants in all roles will be interviewed and surveyed as part of the process evaluation. The outcomes evaluation will focus on student performance and achievement. A comparison group of students will be matched in each high school with students in the academy programs. Project evaluation will also assess impact of the model on the state and nation. The project will engage an external evaluator.

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CENTER FOR COLLABORATIVE CHANGE

SAN FRANCISCO, CALIFORNIA

DESCRIPTIVE TITLE

An educational partnerships program to bring together fragmented school reform programs and public/private partnerships in a center in order to coordinate efforts and to achieve maximum impact for systemic change.

FUNDING	FY 1992	FY 1993
Federal:	$400,000	$283,500
Non-Federal:	$272,581	$395,133
Total:	$672,581	$678,633

PROJECT PARTNERSHIP

San Francisco Education Fund*
San Francisco Chamber of Commerce
United Educators of San Francisco
San Francisco Unified School District
Service Employees International Union 790
United Administrators of San Francisco
Tripartite Council of the Consortium of Universities
San Francisco Teacher's Center
San Francisco Principal's Center
San Francisco Parent Teacher Association
San Francisco School Volunteers
SFSUD Restructuring Council
San Francisco Parent Information Center

The Policy Review Board of the project partners—with additional business, university, and community leaders—will oversee the Center for Collaborative Change (CCC), supervise evaluation, and ensure full participation by the partners. A Working Council of 18 schools and institutional members engaged in school change will supervise staff and work with the Policy Review Board in developing and setting policy and program priorities, and will work to implement the CCC activities. The CCC Collaborative Partners, with a larger membership, will meet twice a year to make long-range plans for change, to recommend programs to the Policy Review Board and the Working Council of Partners, and to assess progress toward priorities.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project targets all students in the San Francisco Public Schools, with particular emphasis on low-achieving and failing students. The project focus is on the public schools in the city and county of San Francisco (a unified school district serving the city and county).

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*Fiscal agent for the project.

PROJECT OBJECTIVES

The overarching goal of the project is to increase vastly the impact of the multiple individual reform efforts and innovative programs within the school district through a central organization that will act as a clearinghouse for information, a locus of assessment of effectiveness, a catalyst for systemic change in the central organizational structure and in the schools; that will set program and strategic priorities; and that will help to structure dissemination of successful programs and practices throughout the school district. There are multiple specific learning and behavioral objectives for students and structural change objectives for the school district.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This is a project focused upon systemic change using a highly inclusive collaborative process to focus partner resources and networks to achieve vastly improved educational achievement for San Francisco's highly diverse public school population. Through the establishment and focal activities of the CCC, the school district and its partners intend to make a coherent whole of fragmented reform efforts and to increase the external impetus for structural change of the school district.

Strategic activities include:

- Brokering and coordinating school-business and school-community partnerships to have a greater impact upon the accomplishment of goals for students;
- Expanding innovative practices through forums convening cross-site, cross-role, and cross-community networks, and through improved staff development;
- Coordinating and directing delivery of services to schools involved in whole-school change and schools developing themes according to the superintendent's strategic plan;
- Supporting and directing systemic restructuring of central services to schools to develop and support competency in shared decisionmaking, restructuring, and theme schools; and
- Developing leadership skills for staff, parents, and students to enable continuous improvement in schools.

PRODUCTS/MATERIALS TO BE DEVELOPED

Products/materials to be developed include a parent's guide to school reform and a quarterly newsletter.

PROJECT EVALUATION PLAN

Project evaluation will consist of multiple measures of three components: (1) evaluation of student achievement; (2) evaluation of whole-school change plans and the degree of their implementation; and (3) evaluation of the effectiveness of the collaborative process. There are multiple outcomes objectives and benchmarks over the 4-year project for both student achievement and structural change. The project intends to use experts in evaluation from universities in the area (e.g., University of California at Berkeley and Stanford University).

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VISITING SCIENTISTS PROGRAM

COLORADO

DESCRIPTIVE TITLE

A program designed to assist the statewide expansion of the Visiting Scientists Program and to ensure the continued availability of new and exciting resources to teachers and students already benefiting from the program.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$ 62,407	$ 64,268	$ 64,268	$ 62,000
Non-Federal:	$264,000	$480,000	$600,000	$480,000
Total:	$326,407	$544,268	$664,268	$542,000

PROJECT PARTNERSHIP

The Colorado Alliance for Science is a consortium of schools, school districts, businesses, higher education institutions, research laboratories, government agencies, community groups, and individuals. The University of Colorado-Boulder is the fiscal agent for the project and the host institution for the alliance.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a K-12 statewide project with a focus on rural school districts.

PROJECT OBJECTIVES

This project seeks to extend the opportunities of the alliance's Visiting Scientists Program to teachers and students throughout Colorado by accomplishing the following objectives:

(1) Establishing the program in other primary areas, including smaller towns and rural areas.

(2) Strengthening and supporting existing programs.

(3) Establishing a full-time director position to implement and provide continuing support for the planned expansion.

(4) Establishing a board of advisors to assist with implementation, guidance, and problemsolving.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

Launched in 1983, the Visiting Scientists Program is a successful program that demonstrates the results of effective partnerships among educational groups, businesses, and governmental agencies. Through the Visiting Scientists Program, teachers in grades K-12 are able to access multiple resources and people from the private and nonprofit sectors to enrich teaching and benefit students. The program involves college students in participating institutions of higher education in part-time administrative support positions.

The Visiting Scientists Program's overall objectives include connecting teachers of science, mathematics, and technology education with community resources; assisting teachers in providing science and mathematics programs that relate to the world of work; demonstrating to students the practical application of scientific knowledge to industry; educating the industrial community about possible advantages of collaborating with the schools; and providing local companies a means to render specific and visible community service.

During the project period, the alliance will expand the Visiting Scientists Program through the following activities:

- Establishing the program in new areas through community presentations, recruiting new scientist volunteers, establishing new administrative procedures, and developing plans to enable program self-sufficiency.
- Strengthening and supporting the existing program by improving the database and systems access for higher volumes of activity, improving administrative procedures to assure efficient responses to a larger volume of requests for volunteers.
- Utilizing part-time people to obtain better statewide coverage.

PRODUCTS/MATERIALS DEVELOPED

N/A

PROJECT EVALUATION PLAN

The evaluation plan currently in use will be extended to the new areas in the state. This evaluation focuses on the annual results of questionnaires sent to participating teachers and visiting scientists as well as day-to-day contacts made by the Colorado Alliance for Science staff.

CONTACT PERSON

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IMPROVING ACADEMIC INSTRUCTION THROUGH COMPREHENSIVE COLLABORATION

BREVARD AND INDIAN RIVER COUNTIES, FLORIDA

DESCRIPTIVE TITLE

A project to effect fundamental educational improvement through the application of telecommunications to teacher training, instruction, and the involvement of parents and businesses with education.

FUNDING	FY 1993
Federal:	$300,000
Non-Federal:	$153,874
Total:	$453,874

PROJECT PARTNERSHIP

Florida Institute of Technology*
Brevard County Public Schools
Indian River County Public Schools
East Central Florida Center of Excellence
Digital Equipment Corporation
Cabletron Systems, Inc.
Commercial Communication Systems, Inc.
Network-1

The above partners have formed the Florida Tech Educational Partnership. The project will be directed by staff located at the Florida Institute for Technology. A school-business oversight committee will be formed consisting of a designated person from each member of the collaboration.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project focuses on public high schools in Brevard and Indian River Counties. Female and minority students will be particularly targeted for recruitment into the proposed course and ultimate program in telecommunications.

PROJECT OBJECTIVES

The general goals of the project are to

- Restructure the delivery of inservice teacher training and enhancement activities with a specific beginning emphasis on teachers in mathematics and science;
- Develop new lines of communication to provide business leaders and parents with the capability to become more involved in education; and
- Develop a telecommunications program for high schools to prepare students in the use of telecommunications and to encourage careers in the field.

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*Fiscal agent for the project.

The overall goals of the Florida Tech Educational Partnership are to

- Increase high school graduation rates;
- Improve achievement in high school science and mathematics;
- Prepare high school students for responsible citizenship;
- Prepare students to enter the work force or postsecondary education; and
- Improve the learning environment.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project focuses on enhancing teacher expertise and instruction through the use of telecommunications, integrating the technology of telecommunications into the instructional delivery systems of schools, making the resources and expertise of the business community more accessible to and involved with education, using telecommunications to link parents more directly with their childrens' education and with the schools, and developing a high school telecommunications program. Activities include:

- Installing the necessary telecommunications technology to link Florida Tech, the Center of Excellence, and school districts. The Brevard and Indian River Counties Public Schools will be the first districts connected of the 10 county districts in the area.
- Developing and delivering teacher inservice training in the use of telecommunications and how to access the resources available through the technology. Teachers in mathematics and science will be targeted in the initial inservice training. Teachers of all disciplines are now involved.
- Establishing and maintaining an online database of support services available through the Brevard County School District Business Partnership Program. This technology will also allow teachers and business leaders to post resources needed and available. Participating teachers will be trained in the use of this service.
- Establishing an electronic home-school connection and training parents in the use of telecommunications. An equipment loan program will be established to make computers, modems, and software available to interested parents who do not have the necessary equipment.
- Developing a telecommunications course for high schools in Brevard County. The course (and ultimately full program) will be collaboratively developed by all members of the Florida Tech Educational Partnership and will be made available to the Indian River County School District.
- Promoting the use of telecommunications among history and English teachers, and with guidance counselors.

PRODUCTS/MATERIALS TO BE DEVELOPED

The project will produce training materials for professional staff and parents, a telecommunications policy manual, and a telecommunications high school course plus various instructional materials.

PROJECT EVALUATION PLAN

Project evaluation will be the responsibility of the Florida Institute of Technology under the auspices of the assessment coordinator, a full-time professor in the Science Education Department. Persons involved in project activities will submit mid-year and year-end reports for each of the 4 project years, and a case study report will be developed at the end of the project. The evaluation will incorporate pre- and post-attitudinal tests and performance measures.

CONTACT PERSON

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TAYLOR COMPACT PARTNERSHIP

TAYLOR COUNTY, FLORIDA

DESCRIPTIVE TITLE

A project to establish an Environmental Studies Program within Taylor County High School to prepare secondary students for employment in environmental careers.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$67,500	$50,000	$ 47,000	$ 42,000
Non-Federal:	$25,000	$46,000	$221,938	$ 66,000
Total:	$92,500	$96,000	$268,938	$108,000

PROJECT PARTNERSHIP

Taylor County School District
Florida Department of Education*
Taylor Chamber of Commerce
Division of Forestry, Florida Department of Agriculture
Suwannee River Water Management District
Fresh Water Fish and Game Commission
City of Perry
Procter & Gamble

The project will be administered by the Florida Department of Education. The Taylor Compact Partnership will be the oversight group to monitor progress in establishing the program and in reviewing performance outcomes.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program is designed to serve the needs of up to 110 disadvantaged, underachieving and/or disinterested high school students (grades 9-12) in Taylor County, Florida.

PROJECT OBJECTIVES

The project goal is to establish an Environmental Studies Program within Taylor County High School. The four major objectives are to

(1) Focus priority attention on those students who are considered disadvantaged, unmotivated, disinterested, or significantly underachieving by means of promoting renewed interest in school through their access to area businesses and government agencies involved in environmental production and regulation.

(2) Utilize the expertise, resources, and physical facilities of the business community and the public sector to upgrade substantively the curriculum available to Taylor County students for improving their academic performance, understanding the interrelationship between environmental studies and the world of work, and student decisions to remain in school and graduate.

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*Fiscal agent for the project.

(3) Make use of the unique characteristics of Taylor County and its business and public sector community to involve students in hands-on experiences and academic subjects that better prepare them for work available in Taylor County.

(4) Provide work-study internships in the community that promote career opportunities in jobs related to the environment upon graduation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Taylor Compact Partnership (TCP) will orchestrate the direct involvement of the business community and public sector agencies in curriculum reform, teacher training, student placement, and changes in school practice through the Environmental Studies Program. The program is intended to be a school-within-a-school prototype and will respond to the high school dropout rate for the Taylor County School District. This is an eight-semester, school-focused program of studies that will take 3 full years to implement. The broad, or "bottom line," objectives of TCP are to reduce the school dropout rate to the state average in 5 years, to graduate 85 percent of all students who enroll in the program, and to provide employment opportunities for all program graduates.

The Environmental Studies Program includes an interdisciplinary curriculum of science, mathematics, and language arts in a variable block schedule. Also, 11th-grade students undertake a longitudinal river study of water quality testing and analysis in cooperation with the Suwannee River Water Management District. This river study is supported, in part, by a SERVE-America community service grant award.

PRODUCTS/MATERIALS DEVELOPED

A model experiential curriculum for environmental studies has been developed.

PROJECT EVALUATION PLAN

The primary evaluation method will be a student outcomes reporting system to be implemented starting with the first semester, grade 10 students in the summer of 1991. All students will be tracked according to their baseline performance from the prior year with their performance each grading period for grade point average, absences, school suspensions, credits earned, and promotion or retention in grade/transfer, among others.

The evaluation plan will also include special assessment reports: an annual report of students' status, final dispositions of year 1 enrollees upon graduation, the student demand for enrollment, and a report identifying other school districts in Florida and throughout the country that have borrowed from the Taylor Compact Partnership model.

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CORPORATE COACHES FOR CAREER DEVELOPMENT

GEORGIA

DESCRIPTIVE TITLE

A project to deliver career awareness programs to gifted students in rural areas and areas with significant numbers of economically disadvantaged students.

FUNDING	FY 1991	FY 1992	FY 1993
Federal:	$106,633	$109,898	$ 96,501
Non-Federal:	$ 98,728	$113,714	$257,405
Total:	$205,361	$223,612	$353,906

PROJECT PARTNERSHIP

Georgia Business Forum, Inc. *
Georgia Department of Education

Staff from these partners compose the project management team. The Georgia Business Forum is responsible for coordinating all project activities among local program sites and the various project responsibilities among the project management team.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program for rural and economically disadvantaged gifted high school students in grades 10 or 11. The major focus of the project is on students in rural areas. It is a state-focused project with a 4-year demonstration program planned for 12 Georgia public school districts. Program expansion to additional school districts in the state will occur in year 5.

PROJECT OBJECTIVES

Four major objectives for the project are to

(1) Demonstrate the feasibility of establishing a comprehensive career awareness program for gifted high school students in 12 rural public school districts or districts with significant populations of economically disadvantaged students;

(2) Develop positive self-concepts among students participating in the program;

(3) Increase the number of rural and economically disadvantaged gifted students who enroll in higher education; and

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*Fiscal agent for the project.

(4) Establish an ongoing technical assistance program in order to continue the program following the project period and to enable program implementation in additional Georgia school districts.

A corollary objective of the project is to improve identification of rural and economically disadvantaged gifted students in Georgia where data indicate significant underrepresentation of these student populations in programs for the gifted.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

Corporate Coaches for Career Development is a 4-year technical assistance project that will demonstrate a comprehensive career awareness program specifically designed to address the needs of rural and economically disadvantaged gifted students who generally do not receive an education appropriate to their needs, nor the encouragement necessary to set and attain personal goals commensurate with their abilities. Students identified for the program will participate in a 2-year program incorporating the following components:

- Seminars in career awareness and personal skills;
- A mentorship program which provides a business mentor for each student;
- Summer work experiences; and
- Career and educational preparation seminars to develop career goals and to encourage students to enter higher education.

Technical assistance from the partnership will help the 12 demonstration school districts to develop and sustain local community partnerships, to implement and manage the career awareness program, and to use statewide resource networks. Specific assistance activities include: student identification; program planning; training school district staff and local business and community partners; providing program materials and other resources, and program evaluation. The project also will provide planning assistance for program continuation in the districts. The program is designed to be low cost for school districts, ensuring the ability of school districts to continue the program after the period of federal funding and minimizing financial barriers for replication in additional school districts.

PRODUCTS/MATERIALS DEVELOPED

Alternative assessment procedures for the identification of gifted rural and economically disadvantaged students, materials for a comprehensive career awareness program for underachieving gifted high school students, training materials for corporate coaches, and technical assistance materials for additional school districts have been developed.

PROJECT EVALUATION PLAN

Each project objective will be evaluated on an individual basis to determine the overall effectiveness of the project. Evaluation processes will involve data collection through interviews and questionnaires, analysis of data regarding the target student population, and inventories to measure student attitude change.

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MATH/SCIENCE/TECHNOLOGY NETWORK

JEFFERSON COUNTY, KENTUCKY

DESCRIPTIVE TITLE

A project to establish an effective means for systemic change to improve instruction and student achievement in mathematics and science and to promote responsible citizenship.

FUNDING	FY 1992	FY 1993
Federal:	$290,689	$242,240
Non-Federal:	$587,428	$666,947
Total:	$878,117	$909,187

PROJECT PARTNERSHIP

Jefferson County Public Schools*
Capital Holding Corporation
University of Louisville
Louisville Gas & Electric Co.
Rohm and Haas Kentucky
Kentucky Science & Technology Council
Partnerships and Technology Subcommittee
Kentuckiana Education & Workforce Institute
Jefferson County Public Education Foundation
Kentucky Derby Museum
Museum of History & Science
National City Bank
Louisville Nature Center
State Crime Lab
Liberty National Bank
Baptist Hospital East
K. Norman Berry, Associates
Kentucky Department of Fish and Wildlife
UPS

General Electric
Henry Vogt Machine Co.
Coopers & Lybrand
Louisville Water Co.
15th District PTA
Louisville Zoo
Vista Performance
Polymers Institute
Louisville Third Century, Inc.
PNC Bank
United Catalysts
Penta Systems
WHAS TV
Jefferson County Memorial Forest
The Belle of Louisville
Bernheim Forest
Blackacre State Nature Preserve
Metropolitan Sewer District

The project will be governed by a steering committee formed from among the partners. The steering committee will meet quarterly to plan and design program activities, and will meet regularly with district administrative staff, school staff, students, and parents. The steering committee also will be responsible for publicity and dissemination. A group of 100 core teachers in mathematics and science will participate in the planning process.

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*Fiscal agent for the project.

TARGET STUDENT POPULATION AND PROJECT FOCUS

All students in grades 6-12 in the Jefferson County Public Schools. The project focus is the city of Louisville and Jefferson County (a unified school district).

PROJECT OBJECTIVES

The partnership project's primary goal is to systemically change mathematics and science education to establish a foundation that will improve student achievement, encourage students to continuously seek and acquire knowledge and skills in math and science, and to be responsible citizens. The seven specific objectives are to

- Develop students' interest in and enthusiasm for mathematics and science;
- Enable students to use math, science, and technology to solve problems in real-life situations;
- Prepare the community's emerging work force for job-related demands in the fields of math and science;
- Integrate math, science and technology in teacher-training and student activities;
- Provide learning situations/activities in which parents and children can work together to apply math and science concepts in real-life settings;
- Support systemic change in the delivery of mathematics and science instruction and the assessment of students' knowledge and skills within the school district's ongoing restructuring efforts; and
- Prepare students for responsible citizenship by enabling them to understand the role of math, science, and technology in the quality of life in their community.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The project will establish a new partnership network among the partners to change systemically the teaching and learning environment in mathematics and science, and assessment of student achievement. The project will connect with PRISM, a National Science Foundation-funded state initiative, and to the reforms in science and math education incorporated in the Kentucky Educational Reform Act (KERA). Major activities include:

- Assessing the specific program needs of teachers, students, and parents in improving mathematics and science;
- Developing and implementing an overall plan to meet these needs;
- Training middle and high school mathematics and science teachers to teach from a real-world perspective through the use of technology;

- Training teachers to infuse the mathematics and science curriculum with experiments and real-world performance events, including demonstrations to illustrate critical thinking and problem-solving skills;
- Providing parent-child seminars in math, science, and technology to involve parents in their children's learning;
- Identifying new assessment techniques to determine students' knowledge and skills;
- Developing, reviewing, and evaluating mathematics and science instructional materials;
- Involving students in community projects in which students can demonstrate their mathematics and science knowledge and skills; and
- Using business and community volunteers in tutoring and other volunteer activities with students and the schools.

PRODUCTS/MATERIALS TO BE DEVELOPED

Products to be developed include the following: a mathematics and science performance events manual for hands-on experiences in instruction; a project handbook for mathematics and science teachers that will help them to participate in partnerships and to use experiments and performance events in teaching strategies; and videotapes of real-life usage of mathematics, science, and technology to train mathematics and science teachers who do not participate directly in this project. Products and materials will be available nationally for the cost of printing and/or copying.

PROJECT EVALUATION PLAN

The evaluation plan is designed as a twofold, ongoing process that will provide 4-year longitudinal data and information reflecting attainment of each project objective. The evaluation incorporates both formative and summative data. The evaluation will be directed by a project staff team within the Jefferson County Public Schools.

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MASTERMINDING:
PARTNERS IN LEARNING AND USING MATHEMATICS AND SCIENCE

BOSTON, MASSACHUSETTS

DESCRIPTIVE TITLE

A project to develop sustainable and replicable partnership models for the teaching of mathematics and science.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$148,680	$121,500	$ 82,600	$ 55,066
Non-Federal:	$310,213	$312,200	$433,096	$496,700
Total:	$458,893	$433,700	$515,696	$551,766

PROJECT PARTNERSHIP

Boston Partners in Education, Inc.*
Boston Public Schools
Museum of Science
Dynatech Corporation
Millipore Corporation

Staff from these five organizations comprise the project management team. Boston Partners in Education, Inc., serves as the fiscal and administrative agent for the project to assure the coordination and evaluation of all phases of the project as well as dissemination of project results.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project for promising though educationally disadvantaged students in grades 5-7. This program is focused on the city of Boston and operated in 2 schools during year 1 and in 6 schools during year 3.

PROJECT OBJECTIVES

The purpose of this project is to develop a sustainable and replicable partnership model for the teaching of mathematics and science in order to demonstrate that such partnership services can substantially increase students' interest and achievement in mathematics and science. There are three major objectives of this project: (1) to implement the math/science partnership project with four target classes (grades 5-7), where two classes will receive math/science partnership services and two will receive standard math/science classroom instruction; (2) to develop specific strategies for enhancing the quality and quantity of math/science instruction in the Boston Public Schools through work with teachers committed to extended participation in the Masterminding model; and (3) to target two additional classes after the first year of the project for partnership services and to share successful practices and strategies with other teachers and students in targeted classrooms at the beginning of the following semester.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The project aims to demonstrate the advantage and necessity of the community's working with educators to make public education succeed. Masterminding is intended to be a model for the establishment of alliances between public elementary schools and the private and nonprofit sectors. Masterminding is a project to increase the achievement and interest in mathematics and science of elementary and middle school students.

The activities engage the participating individuals and organizations directly as mentors, tutors, and technical assistants. This project targets the fifth- to seventh-grade population because, as national research shows, it is in these grades that students' achievement and interest in math and science most clearly begins to decline. Early and extensive exposure to math/science-based careers in diverse settings—hospitals, museums, and high-tech industry, for example—is expected to motivate and sustain the students' interests and skill level in studies leading to careers in math and science. Project activities include: (1) recruiting men and women with math/science-based careers to serve as mentors, tutors, and/or motivational speakers for students in the demonstration classes; (2) creating a 3-year sequential program of math and science activities combining school curriculum and community-based experiences; (3) creating activities to connect students and their parents with the math and science resources in the Boston area; and (4) establishing a program to encourage Boston teachers to participate in school-year and summer programs to increase their knowledge and skills in math and science.

PRODUCTS/MATERIALS DEVELOPED

A Masterminding mentor manual and a Masterminding volunteer project manager handbook have been developed.

PROJECT EVALUATION PLAN

This project has developed an evaluation plan that will inform the project as it progresses, thereby permitting needed corrections, and that will provide dependable data upon which to judge the success of the program and permit recommendations for replication. Evaluation specifically focuses on measurable increases of students' knowledge of mathematics and scientific concepts; recognition and familiarity with laboratory protocol; students' desire for continued and enriched experiences in math and science; and evidence of students' "scientific attitude." The evaluation is using a control group of two classrooms whose students do not receive partnership services.

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MASSACHUSETTS YOUTH TEENAGE UNEMPLOYMENT REDUCTION NETWORK, INC. (MY TURN)

BROCKTON, MASSACHUSETTS

DESCRIPTIVE TITLE

A tripartite alliance of partners from public schools, corporations, and institutions of higher education joined in partnership for the betterment of disadvantaged young people.

FUNDING	**FY 1991**	**FY 1992**	**FY 1993**
Federal:	$134,440	$121,899	$ 74,689
Non-Federal:	$ 55,000	$ 59,000	$ 89,900
Total:	$189,440	$180,899	$164,589

PROJECT PARTNERSHIP

The Massachusetts Youth Teenage Unemployment Reduction Network*

Business Partners

American Express
Aetna Life & Casualty
The Foxboro Company
Cumberland Farms, Inc.
United Liquors, Ltd.
Bridgewater Savings Bank
People's Savings Bank
East Bridgewater Insurance Agency
East Bridgewater Savings Bank
South Weymouth Savings Bank
Shawmut Bank
T.J.X. Corporation
N.H.D. Hardware Stores, Inc.
Rebok International
Raytheon Corporation
Crescent Credit Union
B.F.I./Northern Disposal
Shaw's Supermarkets, Inc.
Pinkerton Security Systems
Goddard Medical Associates
Joseph J. Braga, Inc.
New England Sinai Hospital
Hit or Miss
New England Telephone
Sommerville Lumber
Cape Cod Cricket Lane
Cardinal Cushing Hospital
Continental Cablevision
Forge Pond Nursing Home
Dailey, Hiltz and MacLean, Attorneys

Institutions of Higher Education

Stonehill College
Boston University
Lesley College
Massasoit Community College
Curry College
Massachusetts Institute of Technology
Regis College
Simmons College

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*Fiscal agent for the project.

Bridgewater State College
Brandeis University
Tufts University
Connecticut College

Local Education Agencies

Brockton Public Schools
West Bridgewater Public Schools
Blue Hills Regional School District
East Bridgewater Public Schools
Randolph Public Schools
Taunton Public Schools

Community, Civic, and Religious Organizations

Mayor's Office - City of Brockton
Self Help, Inc.
Higher Education Information Center
Delta Sigma Theta Sorority, Inc.
First Baptist Church of Brockton
Bridgewater Rotary
East Bridgewater Kiwinas
Massachusetts Department of Youth
Services and Social Services
Brockton Family and Community Resources, Inc.
New England Association of Schools and Colleges
Mount Moriah Baptist Church
Families First
Big Brothers Association
Boys and Girls Club of Brockton
Brockton Area Multi-Service Center
Metro South Chamber of Commerce
Old Colony United Way
Old Colony YMCA
Southeastern Correctional Center

MY TURN, Inc. will manage the project and will employ the project staff. A project steering committee will be established with representatives from each segment of the partnership. There will be group meetings of the business, higher education, and school district partners. MY TURN will establish three committees in which partners will participate. These include but are not limited to curriculum, mentoring, and internships and career awareness.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project serves at-risk secondary school students. The focus is on 13 Massachusetts urban and suburban communities located south of Boston.

PROJECT OBJECTIVES

MY TURN has four broad goals, each with specific quantitative and qualitative objectives. They are: (1) to encourage and provide structured opportunities for collaboration among local school systems, businesses, community service agencies, and institutions of higher education to assist disadvantaged young people; (2) to develop a comprehensive range of school/business services to assist disadvantaged young adults; (3) to widen the range of opportunities for young adults through working relationships with businesses, volunteers, civic groups, institutions of higher education, and local community agencies; and (4) to evaluate the project, disseminate information, and provide technical assistance to replicate successful project elements.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The project has three major, interrelated components that address dropout prevention, school-to-work transition, and increased minority college entrance and retention. The project relies upon collaborative relationships with multiple partners to provide comprehensive services, structuring of more effective curriculum, and a variety of awareness and experiential activities to retain at-risk students to graduation, ensuring a 90 percent graduation rate, and to improve the transition into work and/or postsecondary education.

Among major activities or components are the following: involvement of partners through committees in design and evaluation of major program components; career awareness, mentoring, job shadowing, tutoring, job experience, and internships; introductory college field trips and parental involvement in college planning; support services, personal/job/college counseling, and case management; parental involvement; establishment of MY TURN vocational associations in secondary schools; community service; hosting an annual conference on school/business partnerships; development and use of a job bank; and staff development programs for staff in all partner organizations.

The partners will also actively seek additional business and community partners during the project and will work with MY TURN in substantive development of funding to support both expansion and continuation of the project.

PRODUCTS/MATERIALS TO BE DEVELOPED

MY TURN will publish two partnership newsletters designed to disseminate information throughout the partnership and nationally. The publications, *A STEP Ahead* and *Partnership Pages,* will be published twice a year. MY TURN also will develop and implement a regional conference for the purpose of coordinating a partnership informational video for dissemination and replication purposes.

PROJECT EVALUATION PLAN

MY TURN will oversee project evaluation and will retain the evaluator who has historic experience in evaluating the program. The proposed evaluation plan provides for both process and outcome evaluations. The process evaluation will examine partnership relations, partner activities, and program operations. The outcome evaluation will assess achievement of outcome objectives for student participants. MY TURN also will establish an evaluation advisory panel of five members to be recruited from partner colleges and universities.

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TEAMING FOR EXCELLENCE

FLINT, MICHIGAN

DESCRIPTIVE TITLE

A communitywide project to promote systemic change through bringing new approaches and new resources to elementary and secondary schools in one urban and surrounding suburban school districts.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$325,000	$275,833	$180,000	$120,250
Non-Federal:	$485,415	$450,655	$411,070	$309,765
Total:	$810,415	$726,488	$591,070	$430,015

PROJECT PARTNERSHIP

This project brings together 21 Genesee County school districts, 4 institutions of higher education, business organizations, and the preponderance of social service agencies that serve Genesee County's youth. The following organizations form the partnership:

The 21 school districts of the Genesee Intermediate School District
Genesee Intermediate School District*
Baker College
BOC Flint Automotive Division
Charles Stewart Mott Foundation
Citizens Community Bank
City of Flint
Community Foundation of Greater Flint
Community Recovery Services of Michigan
Concerned Pastors for Social Action
Detroit College of Business
Flint Area Chamber of Commerce
Flint Board of Education
Flint Community Schools
Flint Jewish Federation
Flint Journal
Flint Neighborhood Coalition
Genesee County Board of Commissioners
Genesee County Department of Social Services
Genesee Area Focus Council
Genesee County Health Department
Genesee County Medical Society
Genesee County Prosecuting Attorney's Office
JOBS Central (JTPA)
Koerts Glass
Lake Fenton Community Schools
McLaran General Hospital
Metropolitan Chamber of Commerce
MI Association of Secondary School Principals
Michigan Education Association
Michigan Partnership for New Education
Mott Children's Health Center
Mott Community College
MSU College of Human Medicine
NBD
Spanish Speaking Information Center
St. Joseph's Health Systems
United Auto Workers, Region 1-C
United Teachers of Flint
United Way of Genesee & Lapeer County
University of Michigan, Flint
Urban Coalition
Urban League of Flint
GMI Engineering and Management Institute
Genesee Packaging, Inc.
Greater Flint Area Hospital Assembly
Hurley Medical Center

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*Fiscal agent for the project.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The focus of the project in the first year will be on the Flint Community School District; 20 other school districts throughout the county will be integrated into the program in years 2-4. Elementary, middle, and secondary schools are included in the project.

PROJECT OBJECTIVES

The goal of this partnership project is to ensure that young people have the support they need to stay in school, as well as the quality education they need to graduate with skills needed for long-term social and economic independence. The operational objectives of the project are to

(1) Establish an "umbrella" partnership—the Flint Roundtable (composed of CEOs)—as a mechanism for marshaling the community's resources and those of existing partnerships into a comprehensive strategic plan for school improvement. The Roundtable will include education, business, and human resources components.

(2) Implement key elements of a comprehensive school improvement strategy for Flint and Genesee County to be coordinated by the partnership. This will involve integrating school improvement projects, establishing employability development strategies, and linking community support services and different schools.

The fundamental objectives for school improvement are to

(1) Increase the capacity of the education community to respond to changing needs of students and the local economy and to develop and implement systemic reform.

(2) Improve the transition between education and the workplace.

(3) Provide a coordinated system of support services for youth and their parents to ensure success of youngsters in school, work, and lifetime pursuits.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Teaming for Excellence project will establish an umbrella policy-level partnership, the Flint Roundtable, which will oversee a wide range of educational policies and public-private initiatives. The work of the Roundtable will be supported by senior-level staff organized in the "planning team." The Roundtable's policy and coordination role will be to

- Define community goals and performance measures;
- Coordinate existing school improvement strategies so they have maximum impact;
- Organize joint fundraising and resource development efforts to provide support for new school initiatives;

- Organize operational support (including provision of direct technical assistance, participation in curriculum development, solicitation of job and volunteer commitments); and

- Organize policy advocacy in support of community and education goals.

Four "panels" or working committees under the umbrella of the Roundtable will focus the work with education, employers, and human services and media/public education. These panels will bring existing collaborative activities into the Roundtable process and will serve as conduits for ideas, needs, analysis, and constituent responses to Roundtable initiatives.

PRODUCTS/MATERIALS DEVELOPED

Print materials and videotapes of significant components of the project have been developed.

PROJECT EVALUATION PLAN

Formative and summative third-party evaluation will be conducted by the Project for Urban and Regional Affairs (PURA), Office of Research, University of Michigan-Flint. It will focus on the activities of the Roundtable, the planning team, and the focus panels. The evaluation will examine the extent to which the partnership provides an effective means of leveraging resources to achieve the central mission of the collaborative partnership among K-12 schools, higher education institutions, the business community, and social services.

The evaluation will have three facets: focus group meetings with the panels, development of instruments to document the activities that result from the project efforts, and pre- and post-testing of partnership participants.

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TUNE IN MATH AND SCIENCE

ARKANSAS, MARYLAND, MICHIGAN, NEW YORK, OHIO, RHODE ISLAND, SOUTH CAROLINA

DESCRIPTIVE TITLE

A long-term partnership of higher education, industry, labor, private philanthropy, and government to provide remote access science and mathematics instruction and on-site corporate support to "average students" with a focus on underrepresented populations in science and mathematics, and to their teachers.

FUNDING	FY 1992	FY 1993
Federal:	$331,020	$252,146
Non-Federal:	$100,120	$179,626
Total:	$431,140	$431,772

PROJECT PARTNERSHIP

GMI Engineering and Management Institute*
31 school districts
Michigan State University
Corporations (30 plus)

Central offices for the Tune in Math and Science (TIMS) project are located at GMI Engineering and Management Institute, which employs the project director and other central staff. The project has an executive committee composed of representatives from the major partners; advisory committees include corporate partners, who are also represented on the TIMS science and mathematics evaluation advisory teams.

TARGET STUDENT POPULATION AND PROJECT FOCUS

TIMS targets the average student in grades 6 through 9, with a particular focus on underrepresented populations in high school and college mathematics and science courses, and in careers related to these fields of study. The project is national in scope, with schools currently participating in Arkansas, Maryland, Michigan, New York, Ohio, Rhode Island, and South Carolina.

PROJECT OBJECTIVES

TIMS' overarching goal is to triple the number of students in participating schools inclined and prepared to pursue a precollege curriculum in science and mathematics after having completed ninth grade. Major project objectives are to motivate and prepare average young people, grades 6-9, to pursue and complete a high school course of study in precollege science and mathematics; to enhance the interest and capabilities of large numbers of teachers of science and mathematics in public schools; and to create a culture change that will provide broad-based community/parent support for students and teachers in the pursuit, teaching, and application of science and mathematics.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

TIMS' development through federal funding will build upon a successful pilot project and 2 full years of operation. The program employs an interactive distance learning format based upon live, one-way video programming delivered into regular classrooms by satellite broadcast plus two-way interactive audio. Five courses (three mathematics and two science) have been developed to date. TIMS provides model instruction to students through team-taught, nationally validated curricula (e.g., new mathematics curriculum developed by the National Association of Teachers of Mathematics); experientially based, daily support to classroom teachers; course-specific teacher development programs; and mentoring for students and volunteers in classrooms.

The studio courses use award-winning teachers (e.g., Presidential awardees, Woodrow Wilson Fellows) who are demonstrated masters in their subject areas, gifted teachers, and who have had significant leadership experience in staff development. TIMS studio classes are from urban, predominantly minority areas. However, the instruction is geared to all types of school districts. TIMS is not a supplemental program; it is a full course of study, providing three one-half hour broadcasts per week, per course, with the remaining class time team taught between the studio and the classroom teacher.

Coursework is enhanced by the presence of adult mentors and business representatives to support individual students and to enrich the classroom experience. TIMS' courses are available through community cable TV, thus helping to involve parents in their students' education. Tapes of the interactive classes are available to parents and mentors through participating schools. Participating school districts and teachers must commit to full use of the TIMS program as a year-long, 5-day per week curriculum that uses textbooks only as supplemental resources and to full participation of teachers in the staff development components.

PRODUCTS/MATERIALS TO BE DEVELOPED

A sixth course, integrated science with a life science emphasis, will be developed in the 1993-94 school year. Major emphasis will also be placed on the cross-integration of the Math III and Science III courses. Videos for parental and other interested persons' use will be developed from the delivery of these courses in the studio classrooms. In addition, TIMS, with its corporate technology consultants, will develop staff development programs in technology use for students, teachers, and school administrators.

PROJECT EVALUATION

Evaluation of TIMS is managed by the Ingham County Intermediate School District Research and Evaluation Office. There is an evaluation team composed of educational and corporate representatives. Evaluation incorporates an untreated comparison group, matching students in the program with comparable student groups outside the program who take an achievement test and the Longitudinal Study of American Youth measure in pre- and post-tests. Random program site observations and student and teacher questionnaires are used to determine participant satisfaction.

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PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)

ST. LOUIS, MISSOURI

DESCRIPTIVE TITLE

A regional business-education partnership to make personal responsibility education integral to school districts' curricula.

FUNDING	FY 1992	FY 1993
Federal:	$291,561	$242,968
Non-Federal:	$437,334	$402,771
Total:	$728,895	$645,739

PROJECT PARTNERSHIP

Cooperating School Districts
of Suburban St. Louis, Inc.*
Network for Educational Development
(a division of Cooperating School Districts)

PREP (a collaboration of over 30 local businesses, 5 nonprofit foundations, 1 TV station (KMOV), and 22 school districts)

The PREP partnership project is managed by The Network for Educational Development, a division of Cooperating School Districts of the St. Louis Suburban Area, Inc. The PREP Planning and Advisory Committee (chaired by an emeritus CEO), composed of representatives from corporations, foundations, media, education and community agencies, functions as the PREP board. This committee also functions as the fundraising arm of PREP. There is a Superintendents' Forum for superintendents from the participating school districts, a Project Review Committee to approve the matching grant applications from school districts, and a PREP Development Team. The Development Team consists of one or more representatives from each school district, usually the persons responsible for implementing PREP in that district.

TARGET STUDENT POPULATION AND PROJECT FOCUS

PREP is targeted to all students in participating school districts. The geographic focus is St. Louis City, St. Louis County, Franklin County, Jefferson County, and St. Charles County.

PROJECT OBJECTIVES

The goal of the project over the years of federal funding is to institutionalize PREP in grades K-12 throughout all curriculum areas in the 22 participating school districts. In short, the project will turn what is now a successful "add on" curriculum activity into an integral part of all curricula. Specific objectives to achieve this goal include writing responsibility education into the philosophy, goals, and standards of each school district; assigning responsibility to specific people in each district for PREP and for the integration of responsibility education into the regular curricula; weaving responsibility education into each district's structure, including the curriculum planning process, evaluation and assessment process, and inservice education programs; and achieving full financial support for PREP *by the school districts at the end of 5-year development cycles.*

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

PREP is a school-business-community partnership to strengthen students' character, responsibility, and achievement. The intent, through character education, is to teach responsible citizenship and systematically and dramatically improve youth problems such as individual discipline, noncompletion of high school, absenteeism, drug abuse, teen pregnancy, gang affiliations, and low academic performance. The PREP partnership process allows each school district and its community to design effective character education programs at the individual school level. The activities for this project are intended to institutionalize the process and to make PREP a permanent and integral part of the full K-12 curriculum through systemic change in the preparation and delivery of curriculum in participating school districts.

Activities include guiding the institutionalization process through central program assistance to school district PREP coordinators; hands-on, site-based work with teachers in each school district; monthly meetings of district coordinators with central PREP staff to promote sharing and collaboration for integration of the PREP curriculum into each district's core curriculum; publication of annual reports tracking the institutionalization process; joint sponsorship by participating school districts of opportunities for teachers, counselors, and parents to acquire skills to help students; and corporate and business support of personnel and facilities.

PRODUCTS/MATERIALS TO BE DEVELOPED

School district programs that qualify for PREP financial assistance must produce resources useful to other school districts, such as curricula, program designs, materials, and tapes. The PREP institutionalization process will be documented in annual reports available to the public. A PREP Handbook describing the process and the program has already been published.

PROJECT EVALUATION PLAN

Evaluation is carried out by an external university consultant who works with each participating school district. Each district's evaluation design is guided and monitored by the consultant. Individual district evaluations, which include quantitative and, for some districts, qualitative data, are aggregated for assessing the total project. A uniform evaluation tool, initiated in the 1991-92 school year, is administered to students and teachers. PREP institutionalization will be specifically evaluated through questionnaires, observations, and interviews. Data from these sources will be compared to quality indicators agreed to by the participants. The external evaluator will guide the districts' institutionalization evaluation process and will be responsible for the overall program evaluation.

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OMAHA JOB CLEARINGHOUSE (OJC)

OMAHA, NEBRASKA

DESCRIPTIVE TITLE

A project to improve the school-to-work transition for the 50 percent of students who do not expect to continue on to college after high school.

FUNDING	FY 1991	FY 1992	FY 1993
Federal:	$208,060	$189,384	$ 99,869
Non-Federal:	$ 66,800	$117,335	$217,379
Total:	$274,860	$306,719	$317,248

PROJECT PARTNERSHIP

Metropolitan Community College*
Omaha Public Schools
Greater Omaha Chamber of Commerce
United Way of the Midlands

The four partners have formed an Omaha Job Clearinghouse (OJC) Partnership Executive Board whose members are the top executives of the four partnership organizations and six other local leaders. Basic management responsibility is lodged with Metropolitan Community College, which employs the project director and project staff. The project director reports to the president of the community college and, through him, has access to the other members of the executive board. An operations committee of 15 local business people and educators is in place to assist with the daily operational details of the project.

TARGET STUDENT POPULATION

The OJC project is targeted to educationally disadvantaged and noncollege-bound students in grades 7-12. In year 1 of the project, 317 students were enrolled; 450 students were served in year 2; 750 students will be served in year 3; and 2,400 students will be served by the end of year 4. Students are enrolled in the Omaha Public Schools.

PROJECT OBJECTIVES

There are 4 general purposes and 16 specific goals for the OJC. The 16 goals are expressed, for evaluation purposes, in 17 measurable objectives.

Purposes

- To develop a model cooperative program among the partnership organizations.

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*Fiscal agent for the project.

- To provide necessary experiences/services to students considered educationally disadvantaged and to students without clear postsecondary educational goals.

- To improve secondary and postsecondary education by developing new job skills and related curricula and by providing special services to improve the transition of students into the workplace and/or postsecondary education.

- To improve career and educational awareness of all project participants.

Summary of Goals/Objectives

- To recruit, identify, enroll, and retain educationally disadvantaged and noncollege-bound students, and to provide them the following:

  —A competency-based curriculum with job specific skills training, along with career, academic, and personal counseling;

  —Personalized transition support services and activities including tutoring and job mentoring, summer job skills training program, career exploration and planning activities for junior high school students, and career exploration for gifted students; and

  —Job shadowing for high school seniors with financial assistance for needy students in order that they might participate in job shadowing, and placement in jobs with career ladders upon graduation.

- To provide incentives to encourage all project graduates to enter postsecondary education programs.

- To develop and conduct a summer institute for teachers to learn about careers and options for education of students beyond high school.

- To involve parents in their children's career and education planning.

- To develop and use a computerized tracking system for monitoring student participation in all activities, retention in the program, and outcomes.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Omaha Job Clearinghouse project builds upon a pilot project implemented by the partners in 1990 with a more limited scope of activities in three Omaha high schools. The 4-year project incorporates multiple strategies and activities to improve the transition into work and/or postsecondary education for disadvantaged and noncollege-bound students beginning with career awareness for junior high students and culminating in workplace experience for students entering their senior year and job placement with career potential and/or incentives for entering postsecondary education upon graduation. Involvement and educational strategies target teachers and counselors in the schools, along with parents, members of the business community, and community services.

Program activities are comprehensive and include:

- Career awareness programs and career counseling,
- Performance-based vocational education programs incorporating job-specific skills,
- Mentoring activities and a peer tutoring program using targeted gifted students,
- Job shadowing and job entry preparation and placement,
- A summer institute for teachers and counselors,
- A parent involvement program,
- Organization, referral, and provision of support services, and
- Postsecondary education counseling and financial incentives for students.

The partners in the project intend to institutionalize OJC within Omaha and to extend the program to nearby communities following the 4-year project.

PRODUCTS/MATERIALS DEVELOPED

A student handbook, a videotape featuring major activities of the OJC, and performance-based vocational curricula have been developed.

PROJECT EVALUATION PLAN

The on-site project evaluation will be carried out by evaluation staff at Metropolitan Community College, with input from the project partners. Evaluation plans call for yearly and end-of-project formative and summative evaluations against the 17 objectives which incorporate quantitative measures.

The project will assess qualitative outcomes. The structure and content for qualitative evaluations will incorporate priority issues of the partners (e.g., level of satisfaction of business mentors/tutors, greater degree of knowledge of and comfort with the world of work on the part of teachers and counselors, increases in positive self-perceptions among participating students).

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A PARTNERSHIP FOR SCIENCE AND MATH LEARNING IN URBAN MIDDLE SCHOOLS

NEWARK, NEW JERSEY

DESCRIPTIVE TITLE

A partnership for science and math learning in urban middle schools.

FUNDING	FY 1990	FY 1991	FY 1992
Federal:	$ 79,468	$ 94,218	$ 77,861
Non-Federal:	$ 9,614	$ 44,310	$ 96,276
Total:	$ 89,082	$138,528	$174,137

PROJECT PARTNERSHIP

Newark School District
New Jersey Institute of Technology (NJIT)*
The Foundation at NJIT
Newark Museum
Newark Educational Council

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program for middle school students in a pre-school through 12th-grade cluster program within the Newark Public Schools. The Newark Public Schools have a 91 percent minority population enrollment. The majority of students are economically and educationally disadvantaged.

PROJECT OBJECTIVES

There are four major objectives for the project:

(1) To establish innovative science and math middle school programs in the 7 cluster schools that will serve up to 850 youngsters by 1994;

(2) To provide monthly inservice training during the school year and a summer program for 39 teachers;

(3) To provide classroom support for at least 5 teachers in at least 1 school as they implement science and math curricula for at least 100 students; and

(4) To provide intensive training for at least 15 teachers who will be able to assume leadership roles in their schools and the district at the completion of this project.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project is directed toward the improvement of science and mathematics teaching at the middle school level and toward the integration of science and mathematics with the teaching of other subject areas. The planned process of improving/initiating quality science learning and teaching will include two essential and integrated activities: materials revision and development, followed by supportive school implementation.

The major effort of the project will involve formal teacher training and support for classroom implementation by personnel from the different sectors of the partnership. This project will allow teachers to work with their peers, university faculty, and industrial scientists and engineers to improve teachers' background knowledge in science and to explore science process skills in an active research laboratory. The establishment of a Teacher Resource Center will provide a centralized location for hands-on materials and will provide the opportunity for teachers to explore hands-on exercises to be used in the classroom.

The following are strategies that will be used to accomplish the project's objectives:

- Interactive curriculum planning involving teachers and administrators,
- Program-specific training, and
- Focused and consistent administrative support.

PRODUCTS/MATERIALS DEVELOPED

An interactive science curriculum for grades 6-8, including 1-year components on The Environment, The World of Man, and Technology, has been developed.

PROJECT EVALUATION

Evaluation of the project will include:

(1) Periodic appraisal of program operation, including student feedback;

(2) Statistical evaluation of program impact in terms of numbers of students attracted to the program, retention to graduation, and reasons why some may transfer out;

(3) Analysis of changes in student motivation, attitude, and performance;

(4) Tracking of students from sixth grade through the secondary grades and following graduation to assess program impact;

(5) Assessment of attitudes of inservice training participants; and

(6) Assessment of impact on teaching practices of participating teachers.

Formative evaluation will generate data about participant reactions. Summative evaluation will be concerned with the overall measurement of the project's costs and benefits.

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ALBUQUERQUE EDUCATIONAL PARTNERSHIP PROGRAM

ALBUQUERQUE, NEW MEXICO

DESCRIPTIVE TITLE

A partnership project to improve educational outcomes of students by meeting their major noninstructional needs through school-based services.

FUNDING	**FY 1993**
Federal:	$299,000
Non-Federal:	$ 95,025
Total:	$394,025

PROJECT PARTNERSHIP

Albuquerque Public Schools (APS)*
APS Human Services Collaborative (HSC)
United Way of Central New Mexico
New Mexico Department of Health, District #1
New Mexico Department of Human Services, Income Support Division
New Mexico Center for Dispute Resolution, Inc.
University of New Mexico School of Medicine, Departments of Pediatrics, Family and Community Medicine, and Child and Adolescent Psychiatry

The Partnership Program Management Team (all supervisors of school-based project activities, the HSC director, the project coordinator, and an administrator and counselor from each pilot school) will be responsible for project management and ongoing program development.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project targets students in three pilot schools (one elementary, one middle, and one high school) in Albuquerque. The schools are part of a cluster feeder system in a predominantly low-income, multicultural, and highly mobile neighborhood. Eighty-four percent of elementary school students and 49 percent of middle school students qualify for the free or reduced school lunch program.

PROJECT OBJECTIVES

The overarching goal of the project is to improve the educational outcomes of students in the three pilot schools by meeting their major noninstructional needs which include health services, adult educational skills, violence/gang prevention, early childhood services, and mental health services. Specific outcome objectives include improved achievement in specific subject areas; reduced absenteeism; reduced suspensions related to fighting; increased access of families to social services, entitlement programs, and further education; and improved physical and mental health of students and families receiving services.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project will address the noninstructional needs of students and their families documented in a community-based needs assessment designed by "marginal" students and their parents at each school site and administered to teachers, staff, students, families, neighborhood associations, community organizations, and churches in the area to be served. The project will develop a system for school-based services in the identified needs areas.

Central activities include the following: cross-training for all human/health service professionals involved in service delivery, including counselors, administrators, teachers, and parents from each school; coordination of service delivery through development of collaborative teams at each pilot school; development of additional collaborative relationships and resources; and work with each school to foster coherent programming and school changes to support the partnership program's goals. Each of the five service areas (health, adult education skills, violence/gang prevention, early childhood services and mental health) has specific goals and objectives with comprehensive activities. Illustrative activities include: health (school-based primary care); adult education (basic literacy to empower parents and GED, ESL, programs); violence/gang prevention (conflict resolution curriculum, peer mediation, parent education); early childhood (parent education, home visits); and mental health (psychological/psychiatric evaluations and treatment plans, crisis evaluation and intervention, training for school staff).

PRODUCTS/MATERIALS TO BE DEVELOPED

A newsletter and a guide for working with communities to meet family needs to foster student learning will be developed.

PROJECT EVALUATION

The evaluation will include outcome measures to produce qualitative and quantitative data. Documentation of accomplishments, activities completed or in progress, and data to reflect participation rates will be included. Pre and post measures will be used, as appropriate, to assess growth and/or change in achievement, attitudes, and involvement. The project plans to develop an evaluation methodology to assess overall project impact in terms of effects on students, parents and families, and school environment. The project will use a third-party evaluator.

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BROOKLYN SCHOOL/BUSINESS ALLIANCE PROJECT

BROOKLYN, NEW YORK

DESCRIPTIVE TITLE

A project to coordinate mentoring programs and job shadowing experiences for high school and intermediate school students with an emphasis on the health care industry and small business sector.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$126,169	$126,169	$ 70,094	$ 46,729
Non-Federal:	$255,951	$264,397	$224,707	$149,607
Total:	$382,120	$390,566	$294,801	$196,336

PROJECT PARTNERSHIPS

Brooklyn Economic Development Corporation*
South Brooklyn Local Development Corporation
Methodist Hospital of Brooklyn
Office of External Programs, New York City Public Schools
New York City Department of Business Services/Office of Economic Policy and Marketing

TARGET STUDENT POPULATION AND PROJECT FOCUS

Approximately 300 high school students and 400-500 intermediate school students throughout Brooklyn.

PROJECT OBJECTIVES

The overall objectives of this project are to

(1) Make use of community and private sector resources to structure activities for students that complement and supplement both academic and occupational education;

(2) Support curriculum improvements that relate school work to the world of work in a way that helps students understand the connection between their studies and their eventual careers and that provides an incentive for graduating;

(3) Improve the job readiness skills of secondary students for entry-level positions;

(4) Assist businesses in forming meaningful links with public schools and their students; and

(5) Enhance skills that improve the ability of school staff to access/maintain business and nonprofit resources.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The objectives of this project will be met through activities that recruit community resources, increase skills of both educators and business people to the benefit of the students, and stimulate career awareness and job readiness skills: These activities are:

- Shadowing and mentoring activities, providing students with the opportunity to work closely with professionals in different fields;
- Academic internships, providing students with the opportunity to work in the small business and health care communities; and
- Staff training projects and workshops for teachers and school administrators, providing guidance and support on maintaining links with businesses interested in working with schools.

Other activities will be designed to help market and promote the formation of alliances between public schools and the private sector.

PRODUCTS/MATERIALS TO BE DEVELOPED

A "how to" package for hospitals will be developed to assist health care providers develop programs to enhance interest in health careers, as well as a "how to" package for local development corporations to assist small businesses in forming links with schools.

PROJECT EVALUATION PLAN

The common aim of the evaluation is to assess objectively the effectiveness of each activity to allow for follow up, program improvement, and identification of additional resources needed to improve school-business links in the future. In addition to on-going project monitoring, an overall evaluation will be conducted 12 months after the commencement of the projects.

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INTERACTIVE LEARNING ENVIRONMENT PROJECT

BROOKLYN, NEW YORK

DESCRIPTIVE TITLE

A project to build internal school capacity for sustained innovative use of computer-based technologies and to create a model for the effective integration of computers into daily instruction for disadvantaged students.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$325,000	$275,000	$181,000	$120,500
Non-Federal:	$285,743	$359,307	$432,080	$431,656
Total:	$610,743	$634,307	$613,080	$552,156

PROJECT PARTNERSHIP

New York City Board of Education: Community School District 18*
Bank Street College, Center for Children and Technology
Liberty Science Center and Hall of Technology
Bureau of Technology Applications, New York State Education Department
IBM Corporation
Apple Computer, Inc.
Brooklyn Technical Assistance Center, New York City Board of Education

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project to serve a predominantly disadvantaged minority student population. The project was implemented with nine sixth-grade classes in one middle school in the first year and has been expanded to include grades seven and eight in the third and fourth project years. The project's intent is to have districtwide impact.

PROJECT OBJECTIVES

The overarching goal of the project is to build internal school capacity for sustained, innovative use of computer-based technologies and to create a model for the effective integration of computers into daily instruction for disadvantaged students. Specific project objectives include developing a model teacher training program for effective use of multimedia technology within the curriculum areas of mathematics and science, and an administrator training program; and providing access for disadvantaged students to state-of-the-art technology.

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*Fiscal agent for the project.

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PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Interactive Learning Environment Project is intended to strengthen and expand the use of technology in the improvement of education with district teachers, administrators, students, and parents. Project funds will be used to acquire state-of-the-art multimedia equipment that will integrate powerful networked computers, laser disc and compact disc players, TV monitors, optical scanners, audio cards, modems, and synthesizers through the use of powerful developmental software.

The core of the project is a teacher training program that provides long-term support, intensive training, networks of communication, and adequate time and opportunity for teachers to learn, practice, and implement computer-based education. The project will create the capacity for expansion to additional classrooms and schools through the trained teachers, administrators, facilitators, coaches, and project partners. In addition, a school/business relationship with the New York Power Authority will add a career awareness dimension to the project.

Project activities will

- Involve the collaborative efforts of a community school district, institutions of higher education, business and industry, a science museum, the state education department, and the central board of education to identify and assess promising approaches in computer-based instruction.
- Involve business and industry in training teachers and administrators to use and integrate technology into classroom instruction in science and mathematics.
- Involve business and industry in the education of disadvantaged students.
- Demonstrate new and promising models that effectively use computers in middle school instruction, especially for disadvantaged students.
- Provide a districtwide training program to familiarize teachers and administrators with state-of-the-art computer technology for classroom instruction.
- Disseminate findings by electronic network, videotape, and print materials.

PRODUCTS/MATERIALS DEVELOPED

Videotapes for the teacher training model and interactive multimedia curriculum modules have been developed.

PROJECT EVALUATION

Two kinds of research and evaluation will be carried out for this project. Evaluation is the responsibility of the Center for Children and Technology at Bank Street College.

(1) Formative evaluation will address all project activities. This will involve collecting data from indepth interviews, written project-related documents, classroom observations, and focus groups.

(2) The overall effectiveness of the project will be evaluated. This assessment will collect information through attendance records of target classes and student interviews and will determine student progress in the technology-permeated science and math curriculum.

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COOPERATIVE ALLIANCE FOR GIFTED EDUCATION

CLEVELAND, OHIO

DESCRIPTIVE TITLE

A project to develop educational programs for minority and economically disadvantaged gifted students through the use of technology.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$240,000	$229,000	$200,000	$150,000
Non-Federal:	$ 70,273	$169,509	$275,964	$315,907
Total:	$310,273	$398,509	$475,964	$465,907

PROJECT PARTNERSHIP

Kent State University, College of Education*
Cleveland Public Schools, Center for School Improvement
and Professional Development
The Joint Partnership Advisory Committee (made up of members from businesses, community organizations, and philanthropic organizations in the Cleveland area)
IBM, EduQuest

TARGET STUDENT POPULATION AND PROJECT FOCUS

Minority and/or economically disadvantaged gifted and talented students (K-12) and general education students from five urban schools in Cleveland, Ohio.

PROJECT OBJECTIVES

The objectives of this project are to

(1) Create a cooperative alliance among public schools, higher education, and the private sector.

(2) Identify gifted and talented minority and/or disadvantaged students through the implementation of a nontraditional assessment model to be used in regular classrooms.

(3) Develop and implement an inservice training model for regular classroom teachers that will disseminate the nontraditional model; explore aspects of educational programming that will ensure intellectual development for all students; and examine the role of technology in such service.

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*Fiscal agent for the project.

(4) Develop students' skills and talents over an extended period of time through the use of coursework/courseware and multimedia managed by networked computer systems located in students' classrooms, at the university, and within the community.

(5) Disseminate all aspects of the project (e.g., establishment of the cooperative alliance, identification procedure, inservice training model, educational programming through technology) to other educators throughout the nation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project has established a collaborative network of organizations and personnel to focus on the problem of identifying and serving minority and/or economically disadvantaged gifted and talented students through the use of technology. The alliance has developed and implemented a framework of assistive and informative technology that will permit expanded learning options as well as improvement of students' interpersonal and intrapersonal adaptive skills.

A major component of the project is the development of nontraditional assessment techniques using video and computer technology that provides teachers with a valid and reliable tool for identifying gifted and talented students. A series of inservice programs will assist classroom teachers to use these nontraditional assessment models.

Another component of the project is the development of improved educational programming for the student population through the use of technology. To assist with the development of a framework for the use of technology in the development of integrated, experiential, and inquiry-based learning experiences, the project has established local area networks in both traditional and nontraditional settings (schools, businesses, libraries). These networks will provide students with access to technology-based educational experiences at hours beyond the traditional school day.

PRODUCT/MATERIALS DEVELOPED

Nontraditional assessment instruments to identify gifted and talented minority and or disadvantaged students, inservice training programs and training videotapes for using the nontraditional student assessment model, a research-based model for the evaluation of partnerships, and inquiry-oriented instructional units that use technology as a resource base have been developed.

EVALUATION PLAN

The major focus of evaluation/research is on change in teachers' attitudes and behaviors regarding identification and educational services for the target gifted student population and on the ability of teachers to use the technology-based curriculum model. Data includes assessment of attitudes in the form of a rating scale, observations of teacher behavior, teachers' records, reports, and interviews. Student data includes pre and post assessments, sample products, interviews, and observations.

Detailed evaluation plans have been formulated for the activities within each project objective. Kent State University will be responsible for evaluation of all components of the project.

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SUCCESS 2000

ORANGEBURG, SOUTH CAROLINA

DESCRIPTIVE TITLE

An educational partnership for restructuring schools to educate, motivate, and train a future work force.

FUNDING	FY 1991	FY 1992	FY 1993
Federal:	$200,000	$ 94,865	$111,111
Non-Federal:	$149,052	$161,584	$168,918
Total:	$349,052	$256,449	$280,029

PROJECT PARTNERSHIP

Orangeburg County Development Commission
Orangeburg-Calhoun Technical College
Orangeburg County Chamber of Commerce
Orangeburg County School District No. 5*
American Koyo Bearing Manufacturing Corporation
Allied Signal Aerospace, Electric Power Division
Metal Leve, Inc.
Applied Engineering, Inc.
American Yard Products
Clemson University (Extension Service)
Hughes Aircraft Company
Ethyl Corporation

Orangeburg County School District No. 5 will manage and coordinate the project. The project manager will be supervised by the Assistant Superintendent of Instruction.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This project targets students in grades K-12 in schools throughout the school district. There is a high percentage of economically and educationally disadvantaged students in the school district who will receive special support, along with educationally advanced students. The project focuses on Orangeburg County School District No. 5 during the duration of the federally assisted project. The intent is to expand to additional area school districts following institutionalization in the target school district.

PROJECT OBJECTIVES

The project has three overarching goals:

- To increase the high school graduation rate to at least 90 percent;

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*Fiscal agent for the project.

- To increase the performance of students in reading, mathematics, and science to prepare them for lifelong work and learning; and

- To increase the number of literate adults who possess necessary skills to compete in a changing economy and who can exercise their responsibilities as parents and citizens.

The partnership project has 10 major objectives for restructuring the school district to relate the education system and the workplace. The objectives address the structure and content of curriculum; the role of the student in his/her learning; the definition of staff roles and responsibilities; business/community/parental involvement; new competency-based student assessment and credentialling; and school climate, as well as student retention, attendance, and achievement.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

SUCCESS 2000 is a comprehensive program to restructure the organization and content of schooling, the organization of the school district, staff roles, students' responsibility for their learning, and the relationship of the community to the schools. The economic development interests of the county are closely related to the education program of the schools for K-12 students and participants in adult education. The use of computer technology and telecommunications are key to plans for restructuring teaching and learning. Major components or activities include:

- Assessment of all school board policies and school district practices to determine what might impede restructuring objectives and outcome objectives for students.

- Development of an experience-based, student response-centered curriculum to promote higher order thinking and which uses integrated computer networks, telecommunications, and emerging multimedia technologies.

- Opportunities for on-site learning including mentoring, job shadowing, paid apprenticeships and academic internships.

- Partnership-developed, competency-based student certification and development of communication/planning systems among the schools, technical colleges, the Private Industry Council, and business/industry.

- Supportive personal counseling and career advisement services.

- Outreach to school dropouts and increased or restructured adult education, as well as parent involvement programs.

- A coordinated and aggressive staff development program to support all components of the restructuring initiatives.

- Development of a formal communication interface to keep both school and industry informed of workplace needs.

PRODUCTS/MATERIALS TO BE DEVELOPED

Products and materials to be developed include the following: parenting materials, 300 experience-based and student response-centered lessons plus instructional guides, a competency-based certificate of student achievement/skills, and a videotape (to be developed at the conclusion of the project) with a written project implementation guide.

PROJECT EVALUATION PLAN

Project evaluation will be carried out under the auspices of the school district; outside evaluation consultants will be used in the evaluation. The evaluation addresses both quantifiable and qualitative outcomes and incorporates yearly and longitudinal assessment.

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EDUCATIONAL PARTNERSHIP PROGRAM

MEADE COUNTY, SOUTH DAKOTA

DESCRIPTIVE TITLE

An educational partnership project to increase alliances between schools and area private and nonprofit sectors to effect systemic educational improvement.

FUNDING	FY 1993
Federal:	$255,454
Non-Federal:	$ 70,964
Total:	$326,418

PROJECT PARTNERSHIP

Meade 46-1 School District*
Bear Butte State Park
Bear Butte Tribal Camp
Sturgis Chamber of Commerce
Meade Education Association
South Dakota State University
South Dakota Department of Game, Fish, and Parks
School Community Improvement Council
City of Sturgis, SD
Meade County Commission
Ft. Meade Cavalry Museum
Law enforcement agencies
Ft. Meade Veterans Administration Medical Center

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project incorporates activities to improve K-12 student achievement in the Meade 46-1 School District, which serves a basically rural and low socio-economic population in a 3,200 square mile area of western South Dakota. The project will place particular emphasis on student population groups at greatest risk: adjudicated youth and economically and educationally disadvantaged youth. Traditionally underserved female and American Indian students will also be targeted in the project.

PROJECT OBJECTIVES

The project intends to accomplish six major objectives by September 1996:

- Increase student academic performance in every quartile;
- Increase the percentage of students demonstrating higher order thinking, reasoning, and communication skills;
- Involve all students in activities that promote good citizenship, community service, and personal responsibility;

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*Fiscal agent for the project.

- Increase the percentage of students competent in more than one language;
- Empower all students with knowledge and acceptance of cultural diversity in the nation and world; and
- Establish and institutionalize quality school/parent/community partnerships for school improvement and intervention/assistance for at-risk students.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This is a multicomponent project focused upon systemic change to improve educational outcomes for all students and to diminish the number of students evidencing behaviors that make them at risk of school and social failure. In order to accomplish objectives for students, the project plans to organize and involve a range of community resources (individuals and organizations) to provide developmental interventions and support for students. There will be lead persons from among members of the School Community Involvement Council (established by state law) in each of the six administrative districts of the school system.

The project has four primary components:

(1) Parent and community involvement training. A cadre of persons will be trained to assist in planning and conducting meetings for other parents and community members.

(2) Key personnel training. There will be a training-of-trainers program in restructuring and effective schools. These trainers will conduct programs for school personnel, parents, and as many community members as possible.

(3) Establishment of alliances to develop responsible citizenship. Activities within this component include development of law-related education units for grades K-12, activities based upon local history, integration of knowledge about area American Indian cultures into the K-12 curriculum; and establishment of a volunteer bank to organize community volunteers for mentoring and shadowing, tutoring, and training in second languages.

(4) Staff development. Following a process to determine community priorities for education, a comprehensive staff development plan will be prepared. The plan will also incorporate inservice opportunities for community persons.

PRODUCTS/MATERIALS TO BE DEVELOPED

Curriculum models for grades K-4 have been developed in local history and citizenship, law-related education, American Indian culture, and science and technology. Fifth-grade units for grades 5-8 are targeted for development in 1994 and grades 9-12 for 1995. K-4 units are scheduled for presentation at state social studies, science, and math conferences in the spring of '94. The completed models will be made available for statewide distribution. Materials and strategies will be "packaged" and disseminated to similar rural districts, along with the training programs for parents, business representatives, and other community members.

PROJECT EVALUATION PLAN

Project evaluation activities will be carried out by the school districts' research and evaluation specialist. Evaluation will document processes and outcomes. There will be specific attention to documentation of whether or not the project and its components are being implemented as intended and to detailed documentation of the conceptual development of the project to assess congruency with the body of knowledge about developing educational partnerships. Program outcomes evaluation will address the formal project objectives for students and for building community alliances.

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EDUCATION FOR TOMORROW ALLIANCE

CONROE, TEXAS

DESCRIPTIVE TITLE

A project to assist the development of a partnership focusing on bringing together the resources of the community to improve education in science, mathematics, and technology.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$119,880	$111,405	$ 75,000	$ 50,000
Non-Federal:	$ 44,000	$ 85,250	$120,473	$161,458
Total:	$163,880	$196,655	$195,473	$211,458

PROJECT PARTNERSHIP

Conroe Independent School District
South Montgomery County Woodlands Chamber of Commerce
Houston Advanced Research Center*

The Houston Advanced Research Center will serve as administrator for this project.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a districtwide project in the Conroe Public Schools. The student population is diverse, coming from homes of wealth to homes in pockets of rural poverty.

PROJECT OBJECTIVES

The overall mission of the Education for Tomorrow Alliance (ETA) is to assist the local education agencies in promoting and reorganizing science, mathematics, and technology education to ensure that youth are scientifically and technologically literate as defined by the National Science Teachers Association. The four goals of the partnership are to

(1) Encourage individuals, businesses, and other institutions that are not primarily involved in education to become active participants and to lend fiscal, political, and other support to local school districts.

(2) Encourage increased involvement by postsecondary institutions through the establishment of a forum that would facilitate creative educational input and enrichment.

(3) Assist in furthering educational programs that stress science, mathematics, and technology through a meaningful curricula and high standards of student and teacher commitment and performance.

(4) Increase public awareness by more fully involving parents and the community-at-large in resolving education issues.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The efforts of the Education for Tomorrow Alliance (ETA) are directed at improving educational opportunities specifically in the areas of science, mathematics, and technology by assisting individuals, businesses, and other institutions that are not summarily involved in education to become active participants. ETA will absorb and strengthen existing partnerships and will respond to additional education needs identified by the school district, local businesses, and the larger community. The project will start with the Conroe Independent School District, with the goal of expanding to five other school districts in the county.

Several partnership programs have already been designed or are under development to assist in the reorganization of science, mathematics, and technology. Existing programs will be expanded while programs under development will be implemented. All programs involve community volunteers and promote career awareness among students. These programs are:

- Science and Technology 2000—already in existence, this program will be continued and expanded through ETA. During the 1990-91 school year, this program will be expanded to include specific technology programs covered in vocational education.
- Science and Engineering Network to Support Education—this is an outreach program that has been established to involve employees from businesses, professional organizations, and institutions of higher learning. Its primary objective is to establish a network among students, teachers, and volunteer scientists and engineers.
- Mentorship and internship programs—ETA will continue and expand these programs by increasing the number of participating individuals and institutions.

PRODUCTS/MATERIALS DEVELOPED

The following products have been developed: a mentoring guide and student's guide for the ETA Intern Program and an evaluation publication entitled *Evaluating Educational Partnerships Programs: A Perspective From A Local Alliance.*

PROJECT EVALUATION PLAN

Both formative and summative evaluations will be conducted of this project. Each of the ETA activities will have evaluation tools that can be used to determine effectiveness in meeting the goals for that specific program. A summative evaluation will be conducted for each year of the program.

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VERMONT EDUCATIONAL PARTNERSHIPS PROJECT

VERMONT

DESCRIPTIVE TITLE

A project to bring together the resources and expertise of key partners and programs to form an alliance in support of educational change in the state of Vermont.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$300,000	$245,000	$161,800	$112,000
Non-Federal:	$ 79,044	$128,173	$234,628	$241,247
Total:	$379,044	$373,173	$396,428	$353,247

PROJECT PARTNERSHIP

Vermont Department of Education*
University of Vermont
Johnson State College
Twinfield School
Winooski High School
Hazen Union High School
Mt. Abraham Union High School
Cabot School

Vermont Chamber of Commerce
National Life Insurance Company
IBM Corporation
New England Telephone Company
Lake Champlain Regional Chamber of Commerce
Multiple local school districts and businesses

Overall management of this project will be conducted by the Vermont State Department of Education and the Vermont Chamber of Commerce.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a statewide project that focuses on supporting the restructuring of schools in order to improve educational outcomes for all students. A portion of the project is designated to assist educationally at-risk high school students at five pilot schools across Vermont. The project also focuses on developing regional partnership networks.

PROJECT OBJECTIVES

Four overarching objectives for this project are: (1) to create a statewide business/education partnership network to integrate the two sectors and develop working alliances at the state and local levels; (2) to use identified business resources to establish active educational partnerships in schools participating in the Reinventing Vermont Schools project; (3) to reduce the dropout rate and improve the academic performance of students identified as at risk of school failure through model programs in five pilot high schools; and (4) to expand and disseminate model cooperative program activities with demonstrated educational success in order to support local school restructuring plans.

Specific objectives for participating at-risk students include: achieving an annual school retention rate of 80 percent per year; increasing basic skills tests performance; attaining an 80 percent positive outcomes rate (employment or enrollment in full-time postsecondary education or training) for

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*Fiscal agent for the project.

program graduates; and having 100 percent of participating students exhibit, by the project's completion, increased knowledge of career awareness and job preparation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Vermont Educational Partnerships Project is intended to function as a mechanism for linking and integrating existing effective partnerships and restructuring efforts in the state of Vermont so that they can become a cohesive whole, working both locally and statewide to cement the progress already made. A primary use of federal grant funds will be to establish the network, linkages, and training that will help ensure the restructuring success of these initial risk-taking schools as models for other schools in the state. Another focus is on creating regional partnership networks in targeted areas of the state.

Specific existing activities falling within the purview of this project include the Vermont school restructuring initiative, Reinventing Vermont Schools, which brought together six of the state's largest businesses and the state legislature to provide seed money and support for local school restructuring initiatives; the Project Assist model for facilitating regional partnership development through the dissemination of a resource directory; and the Jobs for Vermont's Graduates program, which links students with businesses to improve students' postsecondary employment options and prospects. The State Department of Education will provide technical assistance to participating schools related to these initiatives.

PRODUCTS/MATERIALS DEVELOPED

Videotapes, resource directories, a graduate school course, and a partnership projects database have been developed.

PROJECT EVALUATION PLAN

The project director within the Vermont State Department of Education is responsible for and will supervise an integrated evaluation strategy for the project. Assessment criteria will be developed for each program objective and activity. Program staff, participating students, secondary school and business partners, and other key personnel will participate in project evaluation.

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EDUCATION FOR THE 21ST CENTURY

MANASSAS PARK, VIRGINIA

DESCRIPTIVE TITLE

Creation of an indepth and comprehensive working partnership to demonstrate the transformation of education in one school district.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$145,316	$170,632	$100,000	$ 80,000
Non-Federal:	$ 70,702	$ 63,655	$ 59,798	$163,165
Total:	$216,018	$234,287	$159,798	$243,165

PROJECT PARTNERSHIP

George Mason University, College of Education and Human Services*
Center for Applied Research and Development (CARD), George Mason University
Northern Virginia Community College
Manassas Park Public Schools
Manassas Park City Council
Lawrence Doll Company
IBM Corporation
Fairfax County Public Schools
Virginia Department of Transportation

The project director will be the associate director of CARD. Representatives from the partner institutions will form the nucleus of the planning committee and, ultimately, the operating partnership.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a districtwide project including all of the schools (elementary and secondary) of the Manassas Park School District (a district of 1,300 students).

PROJECT OBJECTIVES

The intent of the partnership is to

(1) Work with several major public and private institutions to create an active working partnership with the potential to influence positively the education of students in Manassas Park Public Schools and to establish a model for other schools.

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*Fiscal agent for the project.

(2) Implement a set of collaborative activities between two or more of the private and public partners that are designed to improve the elementary and secondary education in Manassas Park and neighboring school districts.

(3) Effect an organizational and educational transformation in the Manassas Park Public Schools.

(4) Improve the educational achievement of students in the Manassas Park Public Schools.

(5) Achieve a high level of satisfaction with the project among the partners and the public.

(6) Achieve the continuation and institutionalization of the project.

(7) Develop cross-school district K-adult school(s).

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

Education for the 21st Century is a project within the developing Institute for Educational Transformation (IET), a partnership among Northern Virginia School districts, George Mason University, and business corporations in the Manassas area. This project will help in the initial development of IET. It is designed as a partnership that aims at fundamental transformations of the interrelationships among the partners and in the operations of the Manassas Park schools. The objectives will be accomplished through the following activities:

- Development of an active partnership among several committed but diverse institutions that have different missions, priorities, and operating styles.
- Development of effective schools in the Manassas Park Public Schools: Each school will engage in an intensive 3-year activity designed to develop shared decisionmaking processes and a process of school improvement that includes planning, implementation, evaluation, and revision.
- Partnership activities that feature interaction between businesses and schools, different school districts, and between the university and the schools relating to curriculum and instruction issues.
- Institutionalization of partnership activities will be accomplished through a Manassas Park Education Foundation, a nonprofit 501(c)(3) corporation committed to supporting continued improvement of the schools.

PRODUCTS/MATERIALS TO BE DEVELOPED

The partners will develop school surveys, school plans, a strategic plan for the school division, and a school division promotional brochure.

PROJECT EVALUATION PLAN

This project will contract with an external evaluator. Central to the evaluation will be a study of the process of developing an active partnership. The evaluator will propose a set of criteria to identify and classify different levels of partnership activities. The evaluator will also assess changes in student achievement in Manassas Park Public Schools.

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COMMITMENT TO QUALITY

VIRGINIA

DESCRIPTIVE TITLE

A project to improve education for all children in the state by restructuring school management.

FUNDING	FY 1990	FY 1991	FY 1992	FY 1993
Federal:	$270,145	$187,753	$135,000	$ 75,000
Non Federal:	$106,000	$165,650	$225,450	$317,650
Total:	$376,145	$353,403	$360,450	$392,650

PROJECT PARTNERSHIP

Xerox Corporation
Virginia Department of Education*
Prince William County Public Schools
Lancaster County Public Schools
Rappahannock County Public Schools
Poquoson City Public Schools
Portsmouth City Public Schools
Danville City Public Schools
Clarke County Public Schools

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a state-focused project that will start with three schools in each of three school districts and expand to nine by project end. The target populations for this project are teachers and administrators (the indirect target population) and the students in the project schools.

PROJECT OBJECTIVES

The major goal of this project is to translate the Quality strategy used in the Xerox Corporation into an operational process for public schools. Specific objectives of this project are to

(1) Infuse the Quality strategy into nine school districts in Virginia so that schools will have the benefit of a proven and successful strategy for organizational change;

(2) Develop a model for establishing the "comfort zone" needed for business to actively participate in long-term partnerships for school reform;

(3) Develop an apprenticeship and shadowing program in order for students to be engaged in workplace experiences;

(4) Develop ongoing partnerships with additional businesses in school districts where Quality is practiced; and

(5) Define a role for universities in school-business partnerships that are using Quality.

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*Fiscal agent for the project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project developed from the Virginia Department of Education's request to the CEO of Xerox to develop a partnership to assist in school restructuring in Virginia. Xerox responded with a proposal to "give" the corporation's Quality strategy to Virginia's schools. Quality is the organizational change process used in restructuring Xerox to improve its competitive market position.

Quality is a process for organizational change which is used to restructure the workplace. Through Quality, the project will provide school leaders with a process that offers them skills and a framework to restructure their schools. The process is also intended to empower teachers and to enhance professionalism by giving teachers the tools for problem solving, quality improvement, and effective interaction to help them become better decisionmakers, more effective communicators, and leaders. Quality, as defined in this project, means "providing the products and services that will enable our internal customers (school staff and other suppliers) to provide the products and services that will satisfy our external customers' (students, community) educational requirements." Quality teams will be established at the district and school level and will be charged with using the Xerox Quality implementation model.

This project has two major components: to assist project schools by applying the Quality approach to school restructuring and to use the Quality approach as a way of establishing an environment that will attract business to work with schools on a long-term basis. To meet the objectives of the project, the following activities will be undertaken: (1) revising and adapting Xerox Quality training materials as needed for use in educational environments; (2) providing training in the principles of Quality and ongoing technical assistance and support to school teams; (3) providing opportunities for businesses to experience education organizations in action; (4) developing and implementing apprenticeship and shadowing programs to provide workplace experiences for students in Quality schools; (5) establishing partnerships between Quality schools and businesses in the participating school districts; and (6) involving universities in the Quality school-business partnership.

PRODUCTS/MATERIALS TO BE DEVELOPED

Videotapes and training materials are among the products and materials to be developed.

PROJECT EVALUATION

The evaluation of this project will focus on both processes and outcomes. An external evaluator, familiar with Xerox's Quality strategy, will conduct the final evaluation and will be responsible for developing the overall evaluation plan, analyzing major functions, and determining the degree of goal attainment. The evaluation will assess what is being institutionalized: a kind of strategy, a working relationship, or the process of change itself.

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TEAM TUTORING PROJECT

SEATTLE, WASHINGTON

DESCRIPTIVE TITLE

A project designed to build a community commitment to nurturing individual student growth.

FUNDING	**FY 1990**	**FY 1991**	**FY 1992**	**FY 1993**
Federal:	$235,390	$201,859	$160,000	$100,000
Non-Federal:	$ 31,799	$ 77,488	$160,000	$200,000
Total:	$267,189	$279,347	$320,000	$300,000

PROJECT PARTNERSHIP

Citizens Education Center*
New Horizons for Learning
Partners in Seattle Education
Seattle Public Schools
South Central Public Schools
Lakewood Public Schools

The Citizens Education Center is responsible for coordinating all project activities among the different sites and for the various project responsibilities among the project management team. The project will be guided by a broad-based advisory committee.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This project, focused on the city of Seattle, will involve eight schools phased in over a 4-year period. The project will concentrate on working with disadvantaged students, particularly minority students. In year 1, the project was implemented at a multiracial elementary school in an economically disadvantaged neighborhood. Year 2 served three elementary schools. Year 3 served five elementary schools and one high school as well as other district schools through training contracts. Year 4 will expand to two additional sites. At the end of 4 years, eight schools will be involved.

PROJECT OBJECTIVES

The specific objectives of this project are to

(1) Improve student performance;

(2) Infuse new excitement in participating Seattle schools and their communities for what teaching and learning can be;

(3) Create new and more powerful kinds of collaboration between schools and potential partners, including parents, peers, older students, business volunteers, and senior citizens;

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*Fiscal agent for the project.

(4) Provide teacher access to the most recent research on learning styles and strategies, particularly as it relates to minority students;

(5) Lower adult/student ratios in the schools and increase support for teachers;

(6) Begin a "ground-up" transformation process in Seattle that incorporates school and community responsibility for student learning; and

(7) Develop a national replicable model, distinguished by its emphasis on the latest research on teaching and learning styles.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

During the first year of this project, the partners will join together to build a "learning society" in the demonstration schools. Development of the restructured educational program will draw on the latest research in learning styles and will invite teachers to enter new realms of professionalism by training and coordinating volunteer tutors for their students. Specific activities within the Team Tutoring Project involve community participation in the school transformation process as teachers and laypersons learn to work together in different ways; state-of-the-art teacher training in the areas of teaching and learning; teacher involvement in the training of volunteer tutors from the community; and parent participation in the Team Tutoring Project and other parent involvement programs of the Citizens Education Center.

PRODUCTS/MATERIALS DEVELOPED

Videos, a program/project manual, and support materials for broad-based adaptation or replication have been developed.

PROJECT EVALUATION PLAN

The Northwest Regional Educational Laboratory will conduct the evaluation of this project. During years 1 and 2, evaluation will be formative in nature, designed to improve the operations of the project. During the first 2 project years, outcome evaluation measures will be developed and pilot tested. A summative evaluation will be conducted at the end of the project. In year 4, special emphasis will be given to an assessment of the ability of the project to be transferred successfully to other schools.

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EDUCATIONAL PARTNERSHIPS PROGRAM EVALUATION AND DOCUMENTATION PROJECT

Southwest Regional Laboratory

FUNDING	FY 1991	FY 1992	FY 1993
	$248,396	$243,065	$257,963

The projected total funding for this 5-year study—which began October 1, 1991, and is scheduled to end September 30, 1996—will be $1,005,139.

A 5-year contract was awarded to the Southwest Regional Laboratory (SWRL), subcontracting with the Institute for Educational Leadership (IEL), to document and evaluate the Educational Partnerships Program. This documentation and evaluation study is guided by a conceptual framework, derived from the literature concerned with implementing and institutionalizing innovations as well as with the analyses of partnership efforts.

This evaluation and documentation project will

- Determine the extent to which funded projects accomplish the purpose of the legislation by addressing: (1) the type of activities assisted under this program; (2) the impact upon the educational characteristics of the elementary and secondary schools and institutions of higher education from activities assisted under this program; (3) the extent to which activities assisted under this program have improved or expanded the nature of support for elementary and secondary education in the community or State; (4) the relationship between the matching funds (cash and in-kind support) requirement and project success and institutionalization; and (5) which activities show promise for expansion or adaptation to other settings.

- Conduct an indepth study and analysis of project data to deepen our understanding of partnerships and to add to the body of knowledge about factors associated with effective partnerships for the improvement of education.

- Assist the projects in refining their evaluation plans.

More specifically, the following project impacts will be studied:

1. **Impacts related to elementary and secondary schools**

    - Educational benefits, such as career awareness, test scores, dropout, truancy, violence and vandalism
    - Increased public confidence
    - Increased access to technology
    - Increased professional development

- Increased morale of teachers and administrators
- Increased enrollment in science and mathematics
- Improved attitudes toward science and mathematics
- Increased number of minorities identified as gifted and talented
- Increased community support for schools

2. **Impacts on institutions of higher education**

- Increased admission and retention
- Decreased remediation
- Enrollment in in-service by teachers

3. **Benefits to other participants**

Business

- Public relations
- Decreased training costs for entry-level employees
- Increased productivity

Community or State

- Economic development
- "Quality of life"

In addition, the following organizational issues common to partnerships will be studied:

- What impact is the project having on the participating organizations? Are they perceived positively?
- How well do participants understand their roles? How satisfied are they with them? Have problems arisen with regard to roles? If so, how were they addressed? Was the resolution satisfactory?
- Have there been any staffing changes? Why? With what effect?
- How much time does maintaining the partnership as an interorganizational arrangement take? Is this perceived as appropriate and time well spent?

- Is information about the partnership being disseminated within each participating organization? Are there additional activities under way over and above those described in the proposal? If so, why were they instituted? With what outcomes?

- What is the time commitment of each partner? Do partners perceive their own time commitment as appropriate? How do they perceive the time commitments of their partners?

- From what level in the participating organizations do assigned staff come? What are the implications for interorganizational communication and cooperation?

- Who within each organization has the authority to commit resources to the partnership? What is the source of the resources? Have there been any changes? If so, with what effects?

- To what extent does participation in the partnership influence the performance appraisals of assigned staff? Do assigned staff members perceive this as appropriate? Do their supervisors?

- What procedures are used to determine partnership actions (e.g., voting by organization, voting by those present, development of consensus)?

PRODUCTS/MATERIALS DEVELOPED

Products and materials developed include the following: *A Guide to Developing Educational Partnerships*, reports, promising practices, profiles, and case studies.

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